INTERNATIONAL ASSOCIATION OF
Forensic Nurses

Leadership. Care. Expertise.

Approver Unit

2017

INDIVIDUAL EDUCATIONAL ACTIVITIES MANUAL

in

Contents

Introduction

Professional nursing demands a dedication to learning. According to Nursing: Scope and Standards of Practice, education— "attain[ing] knowledge and competence that reflects current nursing practice"— is a standard of professional performance for registered nurses. The registered nurse meets this standard by participating in "ongoing educational activities related to appropriate knowledge bases and professional issues"; demonstrating a "commitment to lifelong learning"; and seeking "experiences that reflect current practice" and "formal and independent learning experiences." (American Nurses Association, 2015). The International Association of Forensic Nurses (Association) reflects the same standard of professional performance in Forensic Nursing: Scope and Standards of Practice (American Nurses Association & International Association of Forensic Nurses, 2010). The Association endorses the concept of planned continuing nursing education (CNE) as a means by which nurses may meet professional standards of practice, maintain competence, advance the profession of nursing, and facilitate professional growth.

Quality continuing education prepares the nurse to meet the challenges of rapid changes in knowledge, technology, and societal needs. "Education," one of the five pillars of the Association's strategic plan, is to ensure that forensic nurses "are provided with innovative, evidence-based forensic nursing education." The Association is accredited as a provider by the American Nurses Credentialing Center's (ANCC) Commission on Accreditation and is committed to enhancing CNE through accreditation of its Approver Unit by the American Nurses Credentialing Center's (ANCC) Commission on Accreditation.

The most recent editions the *ANCC Primary Accreditation Provider Application Manual* (American Nurses Credentialing Center, 2015), the *ANCC Primary Accreditation Approver Application Manual* (American Nurses Credentialing Center, 2015), and *Nursing Professional Development: Scope and Standards of Practice* (American Nurses Association & National Nursing Staff Development Organization, 2010) may serve as guides in the continuing nursing education process for learners, educators, and Provider and Approver Units.

The purpose of the Approver Unit of the International Association of Forensic Nurses is to:

1. Approve individual educational activities that meet the standards and criteria of the ANCC's Commission on Accreditation.

2. Establish policy within the guidelines of the ANCC's Commission on Accreditation.

3. Monitor the quality, consistency, and operations of the Approver Unit's program.

Chapter 1
Individual Activity Approval Process

Goal

The purpose of this manual is to guide you in developing individual educational activities and to help you apply for approval to award CNE for those educational activities through the Approver Unit of the International Association of Forensic Nurses. We have developed this manual and the required forms based on the established criteria of the ANCC's Commission on Accreditation.

Our goal is to help you successfully complete the application for an individual educational activity so you may provide high-quality continuing nursing education programs for your target audience.

Definitions

Continuing nursing education (CNE) activities are defined as "[l]earning activities intended to build upon the educational and experiential bases of the professional RN for the enhancement of practice, education, administration, research, or theory development, to the end of improving the health of the public and RNs' pursuit of their professional career goals." (American Nurses Credentialing Center, 2015, p. 55).

All education that promotes nursing professional development and/or patient care is eligible for contact hours.

International Association of Forensic Nurse's Authority as an Approver

The ANCC's Commission on Accreditation accredits Approver Units that have demonstrated the capacity to approve and monitor the educational activities of individual activity providers according to ANCC's standards. The International Association of Forensic Nurses is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

International Association of Forensic Nurses
CNE Chart

ANCC
(Accredits Providers and Approvers)

IAFN
(Provides Individual Activities) (Approves Individual Activities)

Provider
Unit
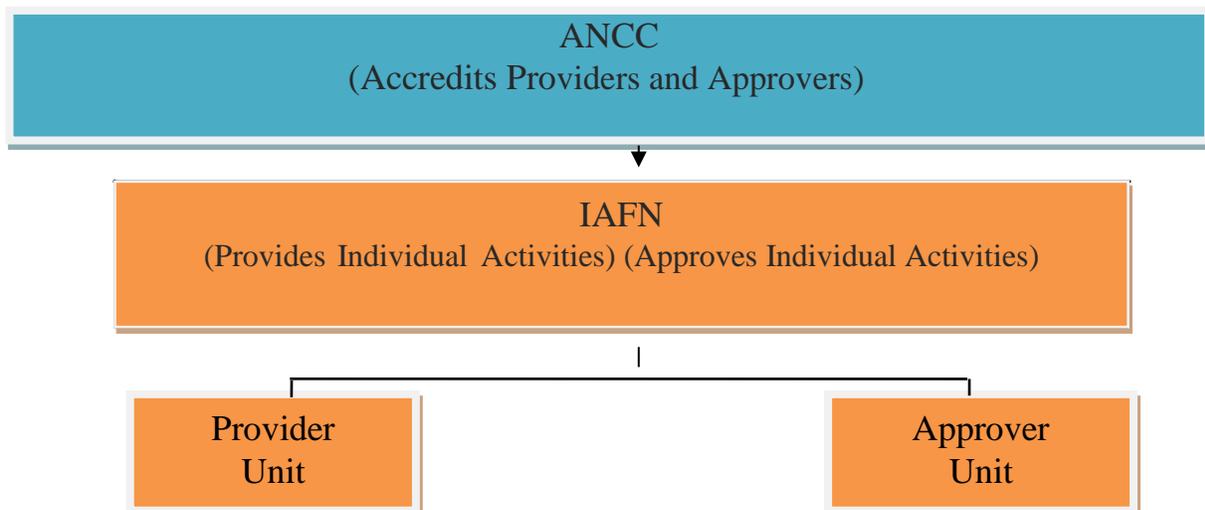
Approver
Unit

Who May Apply for Approval of Individual Activities?

Individuals and/or organizations may apply for approval of individual activities. They must:

1. Have a nurse planner who meets the qualifications of possessing:
   a. A minimum of a baccalaureate degree (or international equivalent) in nursing;
   b. A current, unencumbered RN license (or international equivalent); and
   c. Knowledge of ANCC's COA criteria and the Association's rules as conveyed in this manual.

2. Be separate from any commercial entity that produces, markets, re-sells, or distributes a product used on or by patients.

NOTE: Your organization is ineligible for approval if it is a commercial interest as defined in the Standards for Commercial Support. A "commercial interest" is any entity either producing, marketing, re-selling, or distributing healthcare goods or services consumed by, or used on, patients or 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. For additional information, please review the Standards for Commercial Support in the Appendices.

Types of Activity

Provider-Directed, Provider-Paced (Live)

The provider determines all aspects of this activity, including the learning outcome(s) (based upon a needs assessment and gap analysis); the content (based upon the best available evidence); the learning strategies; and the methods for gathering and evaluating the data. Examples include live presentations or live webinars. Contact hours are awarded based upon the duration of the activity.

Provider-Directed, Learner-Paced (Enduring)

The provider determines certain aspects of the activity, including the learning outcome(s) (based upon a needs assessment and gap analysis); the content (based upon the best available evidence); the learning strategies; and the methods for gathering and evaluating the data. The learner selects the pace at which he or she completes the learning activity. For example, a provider develops an online, self-paced course, which a learner then attends.

Blended (Both Live and Enduring)

A blended learning activity is a combination of provider-directed, provider-paced and provider-directed, learner-paced activities. For instance, a provider may develop a learning activity that involves the learner completing prework at his or her own pace, prior to attending a provider-directed, provider-paced live seminar or presentation.

Learner-Directed, Learner-Paced

This type of activity is anticipated to comprise a nominal, if any, portion of the Approver Unit's submissions. In this type of activity, guided by a Nurse Planner, an individual learner identifies his or her own learning needs, designs learning outcomes, identifies learning resources, selects and implements learning strategies, and evaluates the learning—all at his or her chosen pace. The provider designs the educational activity and determines the amount of contact hours to be awarded.

Application Policies and Processes

Application Process

Submit your completed activity application via:
- email to erooney@ForensicNurses.org (preferred) OR;
- fax at 410.626.7804 (Attention: Approver Unit)

Individual activity applications may be submitted at any time and are reviewed year-round. Applications **must** be submitted six (6) weeks prior to the activity's presentation, delivery, or launch.

Review Process
Step 1: We will assign your application a unique application number. Include this special application number on any subsequent correspondence or additional materials related to your application. Once your activity has been approved, your application number will become your approval number.

Step 2: We will send your application to peer reviewers for review.

Step 3: You will be notified in writing via email as to the reviewers' action. If further information is requested, please submit that information as quickly as possible; the application must be approved before you present or disseminate your activity.

Step 4: For seven (7) years, we will retain on file one copy of your entire application, all correspondence to and from you related to your application, and the action taken on your application. Only authorized personnel have access to the files.

Accreditation and regulatory bodies such as the ANCC Accreditation program may review these files. You must retain a copy of your application, correspondence, and documentation for seven (7) years.

As you proceed through the approval process, help is available. The Association staff members welcome phone calls or email and can arrange consultation. Our goal is for you to be successful in providing high-quality continuing nursing education.

Types of Action
On any given application, three types of action are possible:

1. **Approval** for two (2) years occurs when your written application materials indicate that the criteria and rules have been met.

2. **Decision Deferred** pending receipt of additional information occurs when insufficient information has been provided to complete the review and approval process.

3. **Denial of Approval** occurs when written application materials do not meet the ANCC's Commission on Accreditation criteria or the rules as provided by the Association.

Retroactive Approval
Retroactive approval—approval for contact hours after an educational activity has been presented—is **not** authorized under the ANCC accreditation system. Approval must be granted prior to the presentation of an educational activity.

Withdrawal and Resubmission of an Application
At any time prior to completion of the approval process, an applicant has the right to withdraw an application without prejudice to any future applications. To withdraw, the applicant must notify in writing the Approver Unit of the International Association of Forensic Nurses of the applicant's decision to withdraw the application. The Association will retain on file for seven (7) years one complete copy of the applicant's application and a copy of all correspondence. If the review process has begun, **no fees will be refunded**. If the review process has not yet begun, the application fee, minus an administrative fee, will be returned to the applicant.

If your organization requests to withdraw and then chooses to later re-apply, the process may resume and the submission will be treated as a new application and the appropriate new application fee will be charged.

Length of Approval
The approval period for an application is two (2) years from the date that the International Association of Forensic Nurses issues the approval notice to the applicant.

Repetition of Activity

The provider may repeat an activity as often as wished during the two-year period, pending written notification to the Association at erooney@ForensicNurses.org. Each time an activity is repeated, the provider must notify the Association in writing that the event is being repeated, when, where, and if any changes have occurred. (Substantial changes are addressed in the next section.) In all correspondence regarding the activity, please include the activity's unique assigned number.

Reapproval

Once the original approval period expires, you may submit a previously approved activity for approval. The application process is the same as the original application process. In the event that the reviewers have recommended changes to the original application, you must include those modifications in the new application. If all criteria are met, approval will be granted for two (2) years. Reapproval fees will be the same as application fees.

Once the original approval has expired, your application must complete the entire approval process prior to your being able to award contact hours for your activity. Be sure to submit your application for approval at least six (6) weeks prior to the first activity date. Applications submitted less than six (6) weeks in advance do not allow sufficient time for the Approver Unit to complete the review and approval process.

Reconsideration and Appeal

If your organization does not agree with the Approver Unit's action decision, within thirty (30) days of the action decision, you may request in writing that the decision be reconsidered. If the result of reconsideration is not acceptable, you may submit a written appeal to the Approver Unit within thirty (30) days of the notice of determination of the reconsideration. A reasonable fee may be charged for processing the appeal. You will be notified of the determination of the appeal within thirty (30) days of submission. The appeal determination is final.

Suspension and Revocation of Approval

Approval may be suspended and/or revoked as a result of any one of the following actions:

1. Failure to adhere to the relevant criteria, rules, and requirement contained in this manual;

2. Investigation and verification by the Approver Unit of written complaints or charges by consumers or others;

3. Refusal to comply with an investigation by the Approver Unit;

4. Misrepresentation;

5. Failure to submit required information, such as a survey or follow-up information.

Suspension and revocation are effective on the date that the organization receives a certified letter or email of notification from the Approver Unit of the International Association of Forensic Nurses. In cases of suspension, you may not award contact hours until all conditions relative to the suspension have been met. In cases of revocation, you must remove all statements regarding approval status from publicity material and certificates of attendance printed and/or distributed after that date. If approval is revoked, you may not award contact hours for that activity.

Reporting of Data and Monitoring

We may request that you submit survey data and undergo periodic monitoring to help evaluate and monitor the Approver Unit's system and/or meet ANCC Commission on Accreditation requirements. *Failure to respond to monitoring requests will result in suspension of approval.*

You are asked to submit a summative evaluation when you complete your Post-Activity Survey within

thirty days after the presentation of the activity. For more information, please review the information on the website at www.ForensicNurses.org.

What If Changes Occur After the Activity Is Approved?

Administrative Changes

You are expected to maintain communications with the Association during the period of approval. At a minimum, you must report in writing:

1. Within the time frame specified, any data that the Association's Approver Unit requests.

2. Within 30 days, any change in
   (a) name, ownership, or structure of the organization;
   (b) the nurse planner(s); or
   (c) the contact person.

Substantial Changes in Learning Activities

If a learning activity has been approved and a substantial change occurs, then you must complete and submit another application for approval. Substantial changes include but are not limited to substituting new one-hour content for an activity that previously met criteria, changing learning outcomes, etc.

If the speaker changes, but the new speaker will continue to present the same content—and use the same objectives and time frames—please email the Association's Approver Unit regarding this change in the activity file and submit the current, completed COI form for the new speaker.

Questions? Concerns?

We want to help you. Please contact erooney@ForensicNurses.org or 410.626.7805 ext 116.

Chapter 2
Educational Design Process[1]

This chapter outlines the process of developing and/or evaluating individual educational activities according to ANCC Accreditation Program criteria, which ensure that individual education activities are effectively planned, implemented, and evaluated according to educational standards and adult learning principles.

The educational design expectations described in this chapter and applicable at the individual activity level are fundamental to high-quality continuing nursing education (CNE). Accordingly, organizations accredited as Approver Units must ensure that these expectations are met and that the ANCC criteria for accreditation are applied in such a manner as to ensure the Approved Provider and/or Individual Activity Applicant offers individual educational activities that meet these criteria.

CNE is designed to improve the professional practice of nursing and to positively impact patient, system, and/or population outcomes. CNE is defined as "learning activities intended to build upon the educational and experiential bases of the professional RN for the enhancement of practice, education, administration, research, or theory development, to the end of improving the health of the public and RNs' pursuit of their professional career goals." Interprofessional continuing education (IPCE) is defined as "when members of two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes"[2].

Within an accreditation framework, the following principles of high-quality educational design are employed:

- Addresses a professional practice gap (change in standard of care, problem in practice, or opportunity for improvement)
- Incorporates the active involvement of a Nurse Planner in the planning process
- Analyzes educational need(s) (knowledge, skills, and/or practices) of registered nurses and/or healthcare team members that underlie the problem or opportunity (why the problem or opportunity exists)
- Identifies the learning outcome(s) to be achieved by learners participating in the activity
- Uses strategies that engage the learner in the educational activity and are congruent with the educational needs and desired learning outcome (s)
- Chooses content based on evidence-based practice or best-available evidence
- Evaluates achievement of learning outcome(s)
- Plans independently from the influence of commercial interest organizations

Understanding the Educational Design Process

Professional Practice Gap
The process of planning begins with identifying when CNE, or IPCE, might be a desired intervention to address a change that has been made to a standard of care, a problem that exists in practice, or an opportunity for improvement. Once an educational intervention is determined to be appropriate, a Nurse Planner is engaged to begin the planning process.

The Nurse Planner starts by analyzing data that validate the need for the educational activity. This analysis forms the basis of a professional practice gap, or the difference between the current state of practice and the desired state of practice. It is important to note that a professional practice gap may exist for registered nurses or healthcare teams regardless of the practice setting. Professional practice gaps are not limited to clinical

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[2] www.jointaccreditation.org

practice and may also exist in areas of professional work such as administration, education, and research.

Planning Committee
Once the professional practice gap is identified, the Nurse Planner can begin to select individuals to assist with planning the educational activity by forming a Planning Committee, or the Nurse Planner may participate as a member of an interprofessional planning team. The Planning Committee must include at least two people: the Nurse Planner and a content expert. The Nurse Planner may function as both the Nurse Planner and the content expert; however, two people must be involved with planning each educational activity. Other individuals may be selected, as appropriate, to help plan the activity. The Nurse Planner ensures that the educational activity is developed in compliance with ANCC accreditation criteria.

Planning continues with further analysis of the professional practice gap. The Nurse Planner and Planning Committee evaluate the root cause(s) of the gap, or why the gap exists. If the gap is related to a lack of knowledge, skills, and/or practices of registered nurses, an educational intervention is appropriate. The gap may exist for other reasons, however, and alternate, noneducational strategies may need to be considered.

Underlying Educational Needs
When the professional practice gap has been identified, the Nurse Planner and Planning Committee conduct a needs assessment to determine the underlying educational needs of registered nurses, or members of the healthcare team, that contribute to the gap. The Nurse Planner and Planning Committee evaluate what registered nurses or members of the healthcare team do not know (knowledge deficit), do not know how to do (skill deficit), or are not able to do in practice (practice deficit). A backward-planning process, as described by Moore, Green, and Gallis (2009), is a useful method for determining the educational needs and targeting the educational activity appropriately to address the gap.

Target Audience
Once the educational need has been identified, the Nurse Planner and Planning Committee can determine the target audience for the educational activity. The target audience is defined as the specific registered nurse learners or healthcare team members the educational activity is intended to impact.

Learning Outcome(s)
The Nurse Planner and Planning Committee then develop the desired learning outcome for participants in the target audience. A learning outcome is written as a statement that reflects what the learner will be able to do as a result of participating in the educational activity. The learning outcome must be observable and measurable. The learning outcome addresses the educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap, and achieving the learning outcome results in narrowing or closing the gap. A learning outcome may be assessed short term or long term. There may be more than one learning outcome for an educational activity.

Content for Educational Activity
Content for the educational activity may be chosen by the Nurse Planner and Planning Committee, or it may be selected by others participating in the educational activity such as individual speakers or authors. It is the responsibility of the Nurse Planner and Planning Committee to ensure that content is based on the most current evidence, which may include, but is not limited to, evidence-based practice, literature/peer-reviewed journals, clinical guidelines, best practices, and content experts/expert opinion. If concern exists that content selected is not based on best available evidence or may be biased within the educational activity, the Nurse Planner and Planning Committee may choose to engage a content reviewer. The purpose of a content reviewer is to provide independent and expert evaluation of content to ensure best- available evidence is presented, content is balanced, and the content is not promotional or biased.

Content that has previously been developed may also be identified as appropriate to include within the educational activity. If previously developed content is incorporated, the Nurse Planner is responsible for ensuring that content meets criteria for best-available evidence and is appropriate in relation to the identified practice gap, and that permission to use the content has been obtained as applicable.

Active Learner Engagement

As part of the design process, the Nurse Planner and Planning Committee develop ways to actively engage learners in the educational activity. Strategies to engage learners may include, but are not limited to, integrating opportunities for dialogue or question/answer, including time for self-check or reflection; analyzing case studies; and providing opportunities for problem-based learning. Active learner engagement may function as an opportunity for formative assessment during the educational activity by providing the presenter with immediate learner feedback.

Criteria for Awarding Contact Hours

During the planning process, the Nurse Planner and Planning Committee determine the criteria that learners must meet to earn contact hours. Criteria should be based on the desired learning outcome(s). Criteria may include, but are not limited to, awarding credit commensurate with participation in the activity, requiring attendance for a specified period of time (e.g., 100% of activity, or miss no more than 10 minutes of activity), successfully completing a post-test (e.g., attendee must score X% or higher), completing an evaluation form, or successfully completing a return demonstration.

Evaluation

The Nurse Planner and Planning Committee determine the method that will be used to evaluate the educational activity. The evaluation components and method of evaluation should be relative to the desired learning outcome(s) of the educational activity. Evaluation may be formative and integrated within the educational activity. Evaluation is also summative at the conclusion of the educational activity. Evaluation methods include assessment of change in knowledge, skills, and/or practices of the target audience. Change in knowledge, skills, and/or practices may or may not occur based on a variety of factors; however, evaluation should assess for such change. Evaluation may also include collecting data that reflect barriers to learner change.

Evaluations may include, but are not limited to, both short- and long-term methods, as illustrated in Table 4.

TABLE 4. Evaluation Options

Evaluation Options

Short-Term
- Intent to change practice
- Active participation in learning activity
- Post test
- Return demonstration
- Case study analysis
- Role play

Long-Term
- Self reported change in practice
- Change in quality outcome measure
- Return on investment (ROI)
- Observation of performance

Following the conclusion of the educational activity, the Nurse Planner and/or Planning Committee review the summative evaluation data to assess the impact of the educational activity and determine how results may be used to guide future educational activities, as applicable.

Independence from Commercial Interest Organizations

The educational planning process outlined in this chapter is designed to provide independent continuing education firmly rooted in the identification of professional practice gaps and learning needs of registered nurses and/or members of the healthcare team. In order to fully ensure independence of these CNE/IPCE activities and meet accreditation criteria, actions that ensure there is no commercial influence in the planning and execution of these activities is an important component of the overall process. The next section focuses on conflict of interest, commercial support, and content integrity in the presence of commercial support.

Ensuring Independence and Content Integrity

The following is an abbreviated outline of the requirements for ensuring independence and content integrity when planning educational activities. See [ANCC Content Integrity Standards for Industry Support in Continuing Nursing Educational Activities](#) for full standard requirements.

Conflict of Interest

A conflict of interest exists when an individual is in a position to control or influence the content of an educational activity and has a financial relationship with a commercial interest, the products or services of which are pertinent to the content of the educational activity. The Nurse Planner is responsible for identifying and resolving conflicts of interest during the planning and implementation phases of an educational activity. The Nurse Planner may engage the individual with the identified conflict of interest to participate in the resolution process through actions such as having the individual sign a speaker agreement outlining expected practice or submitting/revising presentation materials, but the Nurse Planner must be actively engaged in the resolution process and is ultimately accountable for compliance. The Nurse Planner is also responsible for informing learners of the presence or absence of conflicts of interest for all individuals in a position to control content of the educational activity. If the Nurse Planner has a conflict of interest, he or she should recuse himself or herself from the role as Nurse Planner for the educational activity.

It is critical that all individuals in a position to control content of an educational activity are provided with the definition of a commercial interest organization prior to disclosing relevant relationships.

Identification and Evaluation

The Nurse Planner is responsible for ensuring that all individuals who have the ability to control or influence the content of an educational activity disclose all relevant relationships with any commercial interest, including, but not limited to, members of the Planning Committee, speakers, presenters, authors, and/or content reviewers. Relationships with commercial interest organizations are considered relevant if they exist within the past 12 months. Relationships of the individual's spouse/partner may be considered relevant and must be reported, evaluated, and resolved.

- Employees of commercial interest organizations are not permitted to serve as planners, speakers, presenters, authors, and/or content reviewers if the content of the educational activity is related to the products or services of the commercial interest organization.

- Employees of commercial interest organizations are permitted to serve as planners, speakers, presenters, authors, and/or content reviewers if the content of the educational activity is NOT related to the products of the commercial interest organization.

- Individuals who have nonemployee relationships with commercial interest organizations are permitted to serve as planners, speakers, presenters, authors, and/or content reviewers as long as the Provider has implemented a mechanism to identify, resolve, and disclose the relationship as outlined in these standards.

Resolution

When an individual has a relevant relationship with a commercial interest organization, the Nurse Planner must implement a process to resolve the conflict of interest. Actions taken to resolve conflicts of interest must demonstrate resolution of the identified conflicts of interest **prior** to presenting/providing the educational activity to learners. Such actions must be documented in the activity file, and documentation must demonstrate (1) the identified conflict and (2) how the conflict was resolved.

Resolution processes may include, but are not limited to

- Removing the individual with a conflict of interest from participating in all parts of the educational activity;
- Revising the role of the individual with a conflict of interest so that the relationship is no longer relevant to the educational activity;
- Not awarding continuing education contact hours for a portion or all of the educational activity;
- Undertaking review of the educational activity by the Nurse Planner and/or member of the Planning Committee to evaluate for potential bias, balance in presentation, evidence-based content or other indicator of integrity, and absence of bias, AND monitoring the educational activity to evaluate for commercial bias in the presentation;
- Undertaking review of the educational activity by the Nurse Planner and/or member of the Planning Committee to evaluate for potential bias, balance in presentation, evidence-based content or other indicator of integrity, and absence of bias, AND reviewing participant feedback to evaluate for commercial bias in the activity;
- Undertaking review of the educational activity by a Content Reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicator of integrity, and absence of bias, AND monitoring the educational activity to evaluate for commercial bias in the presentation; and
- Undertaking review of the educational activity by a Content Reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicator of integrity, and absence of bias, AND reviewing participant feedback to evaluate for commercial bias in the activity.

Commercial Support

Commercial Interest Organizations may provide monetary funding or other support (Commercial Support) for continuing nursing educational activities in accordance with the following fundamental principles:

1) Commercial Support must not influence the planning, development, content, implementation, or evaluation of an educational activity; AND
2) Receipt of Commercial Support must be disclosed to learners.

Commercial Support may be used to pay for all or part of an educational activity and for expenses directly related to the educational activity, including, but not limited to, travel, honoraria, food, support for learner attendance, and location expenses. Commercial Support may be used to support more than one educational activity at the same time or multiple activities over a period of time.

Commercial Support is:

- Financial Support – money supplied by a Commercial Interest Organization to be used by a Provider for expenses related to the educational activity. Financial support may be provided as an unrestricted grant, educational grant, donation, or scholarship.
- "In-Kind" Support – materials, space, or other nonmonetary resources or services used by a Provider to conduct an educational activity, which may include, but are not limited to, human resources, marketing services, physical space, equipment such as audiovisual materials, and teaching tools (for example, anatomic models).

Ensuring Content Integrity of an Educational Activity in the Presence of Commercial Support

Types of activities
Three primary types of activities may be delivered live or via an enduring format.

1) Provider-directed, provider-paced: The provider controls all aspects of the learning activity. The provider determines the desired learning outcome based on a needs assessment and gap analysis, selects content based on best-available evidence, chooses strategies to facilitate learning, and identifies methods for collecting and analyzing evaluation data. (Examples include live activities and live webinars.)

2) Provider-directed, learner-paced: The provider determines the desired learning outcome based on a needs assessment and gap analysis, selects content based on best-available evidence, chooses strategies to facilitate learning, and identifies methods for collecting and analyzing evaluation data. The learner determines the pace at which he/she engages in the learning activity. (Examples include print articles, online courses, e-books, and self-learning modules/independent studies.)

3) Learner-directed, learner-paced: With guidance from a Nurse Planner, an individual learner takes the initiative in identifying his or her learning needs, formulating learning outcomes, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. The learner also determines the pace at which he or she engages in the learning activity.

Considerations for Live and Enduring Formats
Live educational activities, whether in person or web-based, are provider-directed, provider-paced activities. There is no expiration date for a live activity; however, the Provider is expected to evaluate repeated activities as needed to determine that the practice gap still exists, that the underlying educational needs are still relevant for the target audience, and that content is still based on current evidence. Live activities, or portions of live activities, may be repurposed for enduring materials. If repurposed, an expiration date is assigned to the enduring activity.

Enduring activities are provider-directed, learner paced activities. Enduring materials have an expiration date, after which no contact hours may be awarded. The period of expiration of enduring material should be based on the content of the material. Providers must review content of enduring materials at least once every three years, or more frequently if indicated by new developments in the field specific to the enduring material. Review of enduring material content should be conducted for
- Accuracy of content;
- Current application to practice; and
- Evidence-based practice.

Upon completion of the enduring material review, a new expiration date should be established.

Joint Providership
Approved Providers and Individual Activity Applicants may jointly provide educational activities with other organizations. The jointly providing organization **cannot** be a commercial interest. The Approved Provider or Individual Activity Applicant is referred to as the Provider of the educational activity; the other(s) is referred to as the Joint Provider(s). In the event that two or more organizations are approved, one will assume responsibility for adherence to the ANCC criteria and is the Provider; the other(s) is referred to as the Joint Provider(s). Materials associated with the educational activity, such as marketing materials, advertising, agendas, and certificates of completion, must clearly indicate the approved organization (Provider) awarding contact hours and responsible for adherence to ANCC criteria.

Awarding Contact Hours
Contact hours are determined in a logical and defensible manner. Contact hours are awarded to participants for those portions of the educational activity devoted to the learning experience and time spent evaluating the activity. One contact hour = 60 minutes. If rounding is desired in the calculation of contact hours, the Provider

must round down to the nearest 1/l0th or 1/l00th (e.g., 2.758 should be 2.75 or 2.7, not 2.8). Educational activities may also be conducted asynchronously and contact hours awarded at the conclusion of the activities. The activity must be a minimum of 30 minutes to grant 0.5 contact hours.

Time frames must match and support the contact hour calculation for live activities. Evidence may include, but is not limited to, agenda for the activity, outline of content to be delivered in the activity, and/or other marketing materials. Time for breaks and meals should be clearly delineated and not included in total contact hours awarded. For enduring materials such as print, electronic, web-based, etc., the method for calculating the contact hours must be identified. The method may include, but is not limited to, a pilot study, historical data, or complexity of content.

Contact hours may not be awarded retroactively except in the case of a pilot study. Participants in a pilot study assist in determining the length of time required for completing an educational activity in order to calculate the number of contact hours to award. Those participants may be awarded contact hours once the number is determined.

Individual CNE Activities Approval Statement

Individual Activity Applicants are required to provide the official activity approval statement to learner prior to the start of each educational activity and on each certificate of completion. The official approval statement for Individual CNE Activities must be displayed clearly to the learner and worded according to the most current Accreditation Manual. When referring to contact hours, the term "accredited contact hours" should never be used—contact hours are awarded.

If advertising is released prior to approval AND after an application has been submitted, the following statement may be used:

This activity has been submitted to the International Association of Forensic Nurses for approval to award contact hours. The International Association of Forensic Nurses is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

If the advertising is released after approval is received, then use the following statement:

This continuing nursing education activity was approved by the International Association of Forensic Nurse, an accredited approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Certificate or Documentation of Completion

A certificate or documentation of completion is awarded to a participant who successfully completes the requirements for the individual education activity.
The certificate or document must include:
- Title and date of the educational activity;
- Name and address of the provider of the educational activity (web address acceptable);
- Number of contact hours awarded;
- Approval statement; and
- Participant name.

Required Information Provided to the Learner

Learners must receive required information prior to the start of an educational activity. In live activities, required information must be provided to the learner prior to initiation of the educational content. In enduring materials (print, electronic, or web-based activities), required information must be visible to the learner prior to the start of the educational content. Required information may not occur or be located at the end of an educational activity.

Required information for learners includes:

- Approval statement of provider responsible for educational activity
- Notice of requirements to receive contact hours: Learners are informed of the criteria that will be used to award contact hours, which may include but are not limited to:
    - Actual time spent in the educational activity
    - Required attendance time at activity (e.g., 100% of activity, or miss no more than 10 minutes of activity)
    - Successful completion of post-test (e.g., attendee must score X% or higher)
    - Completed evaluation form
    - Return demonstration
- Presence or absence of conflicts of interest for all individuals in a position to control content of the educational activity.
    - For individuals in a position to control content who *have* a relevant relationship with a commercial interest organization (conflict of interest is present), the following required information must be provided to learners:
- Name of individual
- Name of commercial interest
- Nature of the relationship the individual has with the commercial interest
    - For individuals in a position to control content who *do not have* a relevant relationship with a commercial interest organization, the activity Provider must inform learners that no conflict of interest exists.
- Additional required information, if applicable, includes:
    - Commercial support: Learners must be informed if a commercial interest organization has provided financial or in-kind support for the educational activity.
    - Expiration of enduring materials: Educational activities provided through an enduring format (e.g., print, electronic, web-based) are required to include an expiration date documenting how long contact hours will be awarded.
    - Joint Providership: Learners must be informed of the Provider of the educational activity and all other organizations that participated in jointly planning the activity.

NOTE: Your Board of Nursing may have additional CNE requirements for nurses who practice in your state so they may use the contact hours for the educational activity for re-licensure, etc. Please contact your state or jurisdiction's Board of Nursing for additional information.

Chapter 3
Completing Your Application File

This chapter has been developed to guide you in completing your application submission for the type of individual educational activity you plan to present (i.e., provider-directed, provider-paced; provider-directed-learner-paced; or learner-directed-learner-paced). See Chapter 2 for more detailed information about the educational design process. The forms provide an opportunity for you to document your actions in the nursing process as applied to educational design (assessment, diagnosis, identification of outcomes, planning, implementation, and evaluation).

Submission: To allow sufficient time for review, applications must be submitted at least six (6) weeks prior to the presentation or release of the study. Retroactive approval is never granted.

1) Assess Your Eligibility

Eligibility for Approval of Individual CE Activities[3]

The Individual Activity Applicant is defined as an individual, organization, or part of an organization submitting an educational activity for approval. The individual activity applicant must have at least one Nurse Planner for the activity. The Nurse Planner is responsible for ensuring that the educational activity is developed according to ANCC accreditation criteria and the International Association of Forensic Nurses' Approver Unit requirements.

Those interested in submitting a CNE activity for approval from an Accredited Approver—the Association's Approver Unit—must complete the eligibility verification process and meet all eligibility requirements. The Accredited Approver is responsible for assessing whether the applicant is eligible to apply. To be eligible to apply for activity approval, the applicant must:

- Have one Nurse Planner who is operationally responsible for coordinating the process of planning, implementing, and evaluating the CNE activity in accordance with adult learning principles, professional education standards, and ethics.
- The Nurse Planner must be a registered nurse and hold a current, unencumbered nursing license (or international equivalent) and a baccalaureate degree or higher in nursing (or international equivalent)
- The Nurse Planner must plan the educational activity with at least one other planner (which comprises the Planning Committee). The Nurse Planner is knowledgeable about the CE criteria and process as defined in this Manual and is responsible for adhering to the International Association of Forensic Nurses' guidelines. One planner needs to have appropriate subject matter expertise for the educational activity being offered. (The nurse planner can also be the content expert, but there must be at least two planners.)
- The Accredited Approver must document qualifications of the Nurse Planner and content expert for their respective roles including degrees, credentials, and biographical data.
  NOTE: The Nurse Planner and the content expert may document their biographical data on the Conflict of Interest (COI) form.
- Ensure the Nurse Planner reviews and documents the resolution regarding the completed COI forms from each content expert, planning committee member, faculty/presenter/author, and content reviewer (if applicable) to ensure appropriate qualifications and evaluation of actual or potential COI.
- Not be a commercial interest as defined in the ANCC's Content Integrity Standards for Industry Support in Continuing Nursing Educational Activities.
- Be in compliance with all applicable federal, state, and local laws and regulations that affect the organization's ability to meet ANCC accreditation criteria and the Association's rules.
- Disclose previous denials, suspensions, and/or revocations of ANCC accreditation or accreditation/approval by any other organization.

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[3] Adapted from *2015 Primary Accreditation Approver Application Manual* (ANCC)

- Comply with all educational design requirements as noted by the Association's Accredited Approver Unit.

Complete the IAFN Individual Activity Eligibility Verification Form.

Applicant information:
List the name and address of the organization applying for approval of the activity.

Organization type:
Select from the list provided. This will help determine if you are a commercial entity and eligible to apply.

Primary point of contact:
List the name, credentials, and contact information for the primary contact with the Association's Approver Unit. Be sure to apprise the Association's Approver Unit if this information changes.

Denial and/or revocation:
Document whether you have been denied approval or had approval revoked for nursing CE activities or provider unit approval by the International Association of Forensic Nurses OR by another approver (state or national). Describe the circumstances in which this occurred. **Note:** Previous denial does not automatically mean that you are ineligible to apply for this activity. Each situation will be explored.

Nurse planner:
List the name and credentials of the nurse planner for this activity. Only one nurse planner exists for an activity.

Commercial interest:
Determine whether your organization is listed as exempt from the ANCC's definition of commercial interest. ANCC defines a "commercial interest" as any entity either 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. Exceptions are made for non-profit or government organizations and non-healthcare related companies. If your organization is **not** exempt, complete the additional questions. If your organization is a commercial entity, it is not eligible to apply for continuing education activity approval. Secondly, if directed to do so as indicated by your responses on the form, complete and submit the **IAFN Individual Activity Eligibility Commercial Interest Addendum** along with the Eligibility Verification Form.

Statement of Understanding:
Complete, sign, and date.

2) Complete Your Activity File

Complete the IAFN Individual Educational Activity Application.

Applicant: List the name of the organization applying for approval of the activity.

Is the activity CE? If not, the activity is not eligible for approval.

Title of activity/Location: Ensure that this information is consistent throughout all your activity documentation (e.g., advertising, certificates, etc.).

Date of activity: Enter the date you plan to present or disseminate this activity. If you are unsure, list "To Be Scheduled," but your application must be submitted at least six (6) weeks prior to the event.

Activity type: Select the appropriate type and enter any additional information requested.

Nurse planner information: List the name, degree, credentials, registered nurse (RN) license number and state of licensure and the email address of the nurse planner for this activity. The Approver Unit will verify the nurse planner's degree and nursing licensure.

Professional practice gap (e.g., change in practice, problem in practice, or opportunity for improvement)

1. Describe the learner's current state. Describe the problem or issue.

2. Describe the learner's desired state. Describe what/how the nurse should know, or know how to do or practice differently.

3. Identify the gap.

This criterion addresses WHAT. What is the issue that has created the stimulus for the request for the educational activity? Perhaps the issue involves practice; the nurse is not doing something that he or she should be doing, or is doing something that should not be done. Perhaps a national organization has issued new guidelines and nurses are not familiar with the new material.

Although historically overlooked, identification of a professional practice gap is a critical first step in developing an appropriate educational activity. After receiving a request for an activity, nurse planners often begin planning logistics—when the class will be held, who will be the speaker, and what content will be covered. If the educational activity has not been targeted specifically to address the problem at hand, the result can lead to wasted time, energy, money for both activity planners and learners, and no change or improvement in practice.

One strategy to identify the professional practice gap is to ask "what is the current state?"—where is the learner now? — and "what is the desired state?"—where should the learner be in relation to the issue at hand? While differentiating the current and desired states is not required to identify a professional practice gap, many nurse planners find it helpful. A gap analysis is one resource that might be used to critically analyze a professional practice gap.

Evidence to validate the professional practice gap

1. Check all methods/types of data sources that apply that validate the gap.

2. Provide a brief summary of data gathered that validates the need for this activity.

Once the professional practice gap has been identified, the nurse planner, often in conjunction with the planners or planning committee, completes a needs assessment to determine the cause for the disconnect between the learner's current state and the desired state. This process may involve observing practice behaviors, collecting data from risk managers, reviewing the literature for evidence of best practices, or conducting pre-tests. Collecting and analyzing data helps to identify whether the immediate need for the learner is knowledge (gaining new knowledge or perhaps relinquishing knowledge that is no longer current), skills (improving the ability to demonstrate competent performance), or application in practice. This critical step helps to ensure that the educational intervention is targeted at the appropriate level to address the gap and improve practice.

Educational need(s) underlying the professional practice gap.
Select from the list the educational need(s) underlying the professional practice gap—knowledge, skill and/or practice. A gap in knowledge involves not knowing something. A gap in skill consists of having knowledge, but not knowing how to do something. A gap in practice involves having knowledge and the skill, but the inability to put it into actual practice.

This criterion addresses WHY. Why does the gap exist between where the learner is now and where he or she

should be in relation to the issue? What factors are contributing to this gap? Do knowledge deficits exist? Skills deficits? Difficulty in transferring what the nurse knows and is able to do into the practice setting?

Failure to complete this step may result in implementation of inappropriate educational activities. Picture this scenario: A critical care manager tells the educator that nurses are having difficulty with 12-leads. A class is held to teach 12-lead interpretation to experienced critical care nurses, only to find the nurses frustrated because they already know this information. The problem they were having was related to communicating the need for change in plans of care to other members of the healthcare team based on their findings. The educational need contributing to the practice gap was not technical knowledge, it was relational, involving communication. Properly addressing the "why" question helps to target the intervention at the appropriate level.

Target audience: Identify the potential target audience for this activity by checking all that apply. If checking RNs in a specialty area, please list what the specialty area is. If checking other, describe what other is. The information about the target audience should be congruent with what is listed as the target audience on the advertising.

Learning outcome(s): Identify the outcome you want the learner to achieve. What will the learner know, show how to do, or plan to implement in practice as a result of participating in the educational activity? **NOTE:** This outcome does not refer to what the provider will do with the learner, but what the learner will be able to do at the end of the activity. Be sure to write this outcome in measurable terms.

Area of impact: Check whether this activity applies to or is related to nursing professional development, a patient outcome, or both.

Outcome measures: State how you will qualitatively measure the indicator of performance—the learning outcome (e.g., number of x, percentage of x, increase of x, etc.)—after the learner has completed the learning activity.

Content
The content is developed based upon the identified gap. The content must reflect continuing education principles, practice, and the needs of the target audience. NOTE: If using content or material developed by others, the presenter/author(s) and the nurse planner are responsible for obtaining and ensuring copyright permission to use the material.

Complete the **IAFN Educational Planning Table (Attachment 4 of the application)** OR provide an abstract and schedule describing the content that will be presented and the time calculation for the contact hours. **NOTE:** if the activity includes pharmacotherapeutics specifically designed for the advanced practice registered nurses (APRN), be sure to describe the content and designate in the abstract section of the application how much time is related to pharmacotherapeutics.

A sample schedule might look like this:

8:00	Welcome & Introduction to facility	10 min. (not to be calculated in the contact hours)
8:10	Pre-test	20 min.
8:30	Session #1	100 min.
10:10	Break	15 min. (not to be calculated in the contact hours)
10:25	Supervised Practice	50 min.
11:15	Lunch & Exhibits	60 min. (not to be calculated in the contact hours) NA

12:15	Panel Discussion	100 min.
1:55	Break	15 min. (not to be calculated in the contact hours)
2:10 Session #3 -Pharmacology for APRNs		50 min.
3:00 - 3:30 Q&A, Evaluation & Conclusion		30 min.
Total		350 min
350 min. divided by 60 = 5.83 contact hours including 0.83 Pharm hours		

Calculating contact hours:

The appropriate measure of credit is the 60-minute **contact hour.** Contact hours are awarded to participants for those portions of the educational activity devoted to didactic or clinical experience and to evaluating the activity. An agenda or schedule is needed to determine the number of contact hours to be awarded to learners. The time spent on welcome, introductions to people and space, breaks, and exhibits (versus introduction of the topic, demonstration/return demonstration, pre/posttests, and evaluation) need to be clearly and separately stated.

The minimum number of contact hours to be awarded is 0.5 (30 minutes). Contact hours may be calculated to the hundredths (i.e., 1.45, 0.91, etc.). However, contact hours may not be rounded up (e.g., 4.59 = 4.5 or 4.59, but not 4.6).

Pharmacology hours:

If the activity is being planned specifically for APRNs with prescriptive authority and the content specifically addresses pharmacotherapeutics, the nurse planner needs to delineate the exact amount of time that is devoted to pharmacotherapeutics. This will allow the number of contact hours related to pharmacotherapeutics to be calculated correctly. The certificate would then include the number of contact hours to be awarded AND the number of Pharm hours (e.g., 6 contact hours including 2 Pharm contact hours).

References:

Select the types and sources of all references used OR list at least three full citations in the **IAFN Educational Planning Table (Attachment 4 of the application)**. You may add an additional page if the references do not fit into the application. Each citation should include the author, the title of article/book/video, author(s), the date of publication, etc. If content is based on information from a reputable website, include the website address, what was reviewed on the website, the date listed on the website material, and the date of the download. References should be within the past 5-7 years unless the reference is classic and remains relevant or you are addressing a historical topic.

Content should be selected based on the most current and reliable available evidence. Documentation should support the quality of the evidence chosen for content. Examples include but are not limited to evidence-based practice standards, literature/peer-reviewed journal articles, clinical guidelines, best practices, and content expert/expert opinion.

The planning committee may provide the presenter/author with reference(s) to address in the content. For example, if the organization is seeking accreditation or certification in a particular area, the planning committee may share the standard(s)/criteria related to this process. The presenter may also provide a list of references (bibliography) used in the preparation of the presentation so the nurse planner and/or content reviewer can evaluate if the content is based upon best available evidence.

Learner engagement strategies:

Select from the list OR identify on the **IAFN Educational Planning Table (Attachment 4)** the strategies that will be used during the educational activity to engage the learner and impart the content.

Criteria for awarding contact hours:

Select the criterion or criteria you have chosen for successful completion—what the learner must do or meet to

receive a certificate. These criteria must be consistent with the outcome, content, and learner engagement strategies.

Description of evaluation method
Describe the evaluation method(s) and select those from the list that you used for this activity. **NOTE:** You must submit a copy of the evaluation method(s) with your application.

Learners are expected to provide input into evaluating each activity. The form of evaluation may vary depending upon the outcome expected, the content, and learning engagement strategies. ANCC requires the evaluation be conducted at the level of identified educational need (knowledge, skill, or application in practice). The planning committee may also decide to evaluate whether the participant gained knowledge at the conclusion of the activity through testing, a question (s) on the evaluation form, etc., or may request the learner to demonstrate knowledge or skills, such as in Fetal Monitoring or Basic EKG courses.

- **Short-term options of evaluation:** Check all options that will be used for short-term evaluation. This type of evaluation occurs during or at the conclusion of the program. It should demonstrate whether the need (knowledge, skill and/or practice) was closed or narrowed.
- **Long-term options of evaluation:** Check the option(s) that you intend to use if you plan to conduct a long-term evaluation (e.g., 3-6 months after the event). For instance, the nurse planner may choose a long-term evaluation to examine whether a change in nursing practice or nursing professional development has occurred.

Commercial Support
Check whether you have obtained or are seeking support for the educational activity. If so, complete the IAFN Commercial Support Agreement (Attachment 6 of the application). If you are seeking commercial support, complete the form indicating so.

- ANCC defines a "commercial interest" as any entity either 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. Exceptions are made for non-profit or government organizations and non-healthcare related companies.
- Commercial Support is financial or in-kind contributions given by a commercial interest that are used to pay for all or part of the costs of a CNE activity.
- A provider of commercial support may **not** be on an educational planning committee, be a joint provider of the activity, or the provider of the activity.
- If commercial support is provided for a CNE activity, an employee from the organization providing commercial support may **not** be a speaker.
- There must be a signed, written agreement if commercial support is accepted between the commercial entity and the provider.

NOTE: A commercial support agreement is not required for those who merely exhibit at the event.

The applicant must adhere to the American Nurses Credentialing Center's Content Integrity Standards for Industry Support in Continuing Nursing Educational Activities at all times.

Complete the **Individuals to Control Content** form **(Attachment 1 of the application)**. List the name, credentials, and role of each person who is in a position to control the content of the educational activity (including planning committee members, presenter(s)/authors(s), content reviewers, etc.), whether they are on the planning committee, the name of a commercial interest (if any), and the nature of that relationship. To determine whether a commercial interest exists, each of the individuals listed must complete and submit a current signed and dated **IAFN Conflict of Interest form (Attachment 3 of the application)**.

Planning committee members (including at least one nurse planner and a content expert)
 Each activity must have a planning committee. At a minimum, the planning committee consists of two members, including one nurse planner who is responsible for the activity; and one person who has relevant content

expertise (content expert). As long as at least two people serve on the planning committee, the nurse planner may serve as the content expert as well if he or she is qualified to do so. **NOTE:** If the activity is designed specifically for APRNs with prescriptive authority, then the planning committee must include an APRN.

- The **nurse planner** is responsible for adherence to CNE criteria, rules, and requirements. The nurse planner's COI form must include biographical information: his or her job title/position, name of employer, and information in the ways in which the nurse planner has developed knowledge of the CNE criteria and planning process. **NOTE:** A qualified individual will need to ascertain whether the Nurse Planner has any conflict of interest.

- The **content expert** possesses documented qualifications that demonstrate education and/or expertise in the subject matter of the activity. The content expert's COI form must include biographical information regarding qualifications and expertise.

  Content reviewer: In some instances, the planning committee may ask a content expert to review the presenter(s)' slides, references, and handouts to ensure a lack of bias, verify content integrity, and confirm that the information to be presented is the best available evidence at the time. The content reviewer's COI form must include degree/credentials, expertise, and years of training and must be evaluated for a conflict of interest **prior to** engaging in the content review. The content reviewer is NOT a member of the planning committee.

  Presenter/Faculty/Author: The individual in this role should be capable of addressing the content area in which he or she presents. Expertise in subject matter can be evaluated based on years of training, education, professional achievements and credentials, work experience, honors, awards, professional publications, etc. The nurse planner is responsible for ensuring that the speakers are qualified. Therefore, the presenter/faculty/author's COI includes degrees/credentials, expertise, and years of training. These individuals are NOT members of the planning committee.

  The COI forms must be updated with each newly planned activity.

Conflict of interest
The nurse planner is responsible for evaluating the presence or absence of conflicts of interest and resolving and documenting any identified actual or potential conflicts of interest during the planning of an educational activity. If the nurse planner has an actual or potential conflict of interest, he or she should recuse him- or herself from the role as nurse planner for the educational activity.

- **Planning committee member and commercial interest:** Identify whether a member of the planning committee is an employee or owner of a commercial entity AND whether the products of the commercial entity are related to the topic of the activity. If yes, you are not eligible to apply. **NOTE:** this criterion also applies to the spouse or significant other of the member of the planning committee.

- **Presenter/faculty/author and commercial interest:** Identify whether these individuals are an employee or owner of a commercial entity AND whether the products of the commercial entity are related to the topic of the activity. If so, contact hours may not be approved for that person's session. If this is the only speaker or author for the activity, the activity cannot be approved. **NOTE:** this criterion also applies to the spouse or significant other of the presenter/faculty/author.

Documentation of Completion/Certificate (Attachment 5)
Attach a copy of the completed certificate or documentation of completion to be given to the learner. The document must include the:

Name of the learner;
Name and address of provider of the educational activity (web address acceptable);
Title of the educational activity;
Date of completion of the educational activity;

Location of the educational activity;

Number of contact hours awarded; and

Official approval statement:

"This continuing nursing education activity was approved by the International Association of Forensic Nurses, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation."

Approval valid through (insert expiration date). Assigned IAFN #

If the activity is designed for APRNs with prescriptive authority and provides content related to pharmacology and prescribing, then the number of pharmacology hours must be designated (e.g., 6.0 contact hours, including 3.0 Pharm hours).

Evidence of disclosing required information (Attachment 7 of the application)

List how disclosures will be made to the learner and include a copy of **written** disclosures that are given to the learners **before** the start of the activity (e.g., in a slide at the beginning of the presentation, in advertising material, etc.) Learners must receive disclosure of required items prior to the start of an educational activity. Required disclosures may **not** occur or be located at the end of an educational activity. Evidence of the disclosures to the learner **must** be retained in the activity file.

Required disclosures include:

- **Notice of approval using the approval statement**. Prior to the start of the event, the learner must be informed that your activity is approved by the International Association of Forensic Nurses. **NOTE:** Use the approval statement as written under the Documentation of Completion/Certificate section above.

- **Notice of requirements for successful completion.** Prior to the start of an educational activity, learners must be informed of the criteria used to determine successful completion of the activity. **NOTE:** These criteria need to be consistent with what you stated in the application. **Examples:** Criteria for successful completion include attendance for the entire activity and completion and submission of an evaluation form.

  Criteria for successful completion include attendance for at least 90% of the activity and submission of a completed evaluation form.

  Criteria for successful completion are viewing the entire online module, scoring at least 80% on a post-test, and submitting a completed evaluation.

- **Conflict of interest.** Presence or absence of conflict of interest for planning committee members, presenters, faculty, authors, and content reviewers in relation to the educational activity. If any party in a position to control the content has a COI, the following information must be disclosed to the learner:

  - Name of individual
  - Name of commercial interest
  - Nature of the relationship between the individual and the commercial interest.

Examples: The planners, presenters, and reviewers of this activity have declared no conflict of interest. The planners and all but one presenter have declared no conflict of interest. Presenter Susan Jones has a conflict of interest. She received a research grant on this subject from ABC Pharmaceutical Company.

- **Advertising material.** Include a copy of the advertising material(s). Advertising material includes any method of announcing an educational activity (e.g., brochure, flyer, bulletin board announcement, newsletter, memo, email, website, or other form of electronic method). The advertising material may be the completed copy of a mock-up or the final material. If a mock-up

of the advertising is submitted, the final copy of the advertising must be submitted in the file as soon as it is printed.

- If your advertising states that contact hours will be awarded for the activity, the following statement must appear on that advertising:

This continuing nursing education activity was approved by the International Association of Forensic Nurses, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

- If advertising is released prior to receiving approval for a submitted application, you may state:

This activity has been submitted to the International Association of Forensic Nurses for approval to award contact hours. The International Association of Forensic Nurses is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Please call [insert the name and contact information for your organization] for more information about contact hours.

- **Commercial support (if applicable)**. Learners must be informed if a commercial interest has provided financial or in-kind support for the educational activity.
  Example: Health Products Company provided an unrestricted grant for this activity.

- Expiration date (of enduring materials only)
  Example: This educational activity will be available for nurses to complete until November 1, 2018.

- Joint providership (if applicable)
  Example: ABC Hospital and X Association present this educational activity.

Joint Providership
Joint providership occurs when two or more groups collaborate to present a program together. If you jointly provide this activity, complete and submit the signed **IAFN Joint Provider Agreement**.

When an activity is jointly provided, the provider is referred to as the provider of the educational activity. The other organization(s) are referred to as the joint provider(s) of the educational activity. The jointly providing organization may **not** be a commercial interest. The provider's nurse planner must be on the planning committee and is responsible for ensuring adherence to ANCC criteria and the International Association of Forensic Nurses' rules.

When an educational activity is jointly provided, the nurse planner is responsible for:
- Serving on the planning committee for the activity
- Obtaining the signed and dated joint provider agreement
- Ensuring that the provider's name is prominently displayed in all marketing material
- Attesting that he or she will maintain responsibility for adherence to the ANCC criteria and the rules of the International Association of Forensic Nurses
- Issuing the certificate in the provider's name

Summative evaluation (Attachment 8 of the application)
Submit a template of your evaluation with your application form. You will submit your summative evaluation online at the same time that you complete your Post Activity Survey (within 30 days of the date you presented your activity).

Fees and Payment Methods

Fee Structure
See the Approver Unit Individual Activities webpage at http://www.forensicnurses.org for the current application fee structure. Fees are to be submitted with the application and must be made prior to receipt of approval. Fees are not refundable once the review process has begun. The Association reserves the right to change the fee structure posted on the website at any time without prior notice.

Payment Methods
Fees may be paid through the online portal at the Approver Unit website. If requested, the Association will invoice you for the amount due if you contact IAFN's Membership and Finance Department at 410.626.7805.

Record Keeping
The applicant is required to maintain a complete copy of the application, all attachments and corrections, records of attendance, summative evaluation(s), contact hours awarded, and all correspondence with IAFN. These records must be maintained in a retrievable file, which is accessible to only authorized personnel for seven (7) years. Check the box in the application on page 6 to indicate that you will keep these records as described above and provide the address where these records will be stored.