**Approved Provider Self- Study Template**

**Approved Provider Organizational Overview (OO)**

The Organizational Overview (OO) is an essential component of the application process that provides a context for understanding the Approved Provider Unit/organization. The applicant must submit the following documents and/or narratives:

**Structural Capacity**

**OO1. Demographics**

Submit an executive statement and/or high-level strategic summary of the **Provider Unit** (E.G., Overall description on how the provider unit functions, the mission of the provider unit as it relates to its NCPD/CNE offerings, including the impact the provider unit has on the organization and its learners).

 **STATEMENT: (1000-word limit)**

**OO2. Lines of Authority and Administrative Support**

1. Submit a list including names and credentials, positions, and titles of the Primary Nurse Planner and other Nurse Planners (if any) in the Provider Unit.

**LIST:**

1. Submit position descriptions for the Primary Nurse Planner and Nurse Planners (if any) in the Provider Unit.

**POSITION DESCRIPTIONS:**

**PRIMARY NURSE PLANNER:**

**NURSE PLANNER(S):**

**Approved Provider Unit Criterion 1: Structural Capacity (SC)**

The capacity of an Approved Provider Unit (APU) is demonstrated by commitment, identification of and responsiveness to learner needs, continual engagement in improving outcomes, accountability, leadership, and resources. Applicants will write narrative statements that address each of the criteria under Commitment, Accountability, and Leadership to illustrate how structural capacity is operationalized.

**Each narrative must include a specific example that illustrates how the criterion is operationalized within the Provider Unit.**

**Commitment**. The Primary Nurse Planner demonstrates commitment to ensuring RNs’ learning needs are met by evaluating APU processes in response to data that may include but is not limited to aggregate individual educational activity evaluation results, stakeholder feedback (staff, volunteers), and learner/customer feedback.

**Describe and, using an example, demonstrate the following:**

SC1. The Primary Nurse Planner’s commitment to learner needs, including how **APU processes are revised based on data that may include but it not limited to, aggregate** individual educational activity evaluation results, stakeholder feedback (staff, volunteers), and learner/customer feedback.

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

**Accountability**. The Primary Nurse Planner is accountable for ensuring that all Nurse Planners in the Provider Unit adhere to the ANCC accreditation criteria.

**Describe and, using an example, demonstrate the following:**

SC2. How the Primary Nurse Planner ensures that all Nurse Planners of the APU are appropriately oriented/trained to implement and adhere to the ANCC accreditation criteria.

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

**Leadership**. The Primary Nurse Planner demonstrates leadership of the APU through direction and guidance given to individuals involved in the process of assessing, planning, implementing, and evaluating NCPD activities in adherence with ANCC accreditation criteria.

**Describe and, using an example, demonstrate the following:**

SC3. How the Primary Nurse Planner/Nurse Planner provides direction and guidance to individuals involved in planning, implementing, and evaluating NCPD activities in compliance with ANCC accreditation criteria.

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

**Approved Provider Unit Criterion 2: Educational Design Process (EDP)**

The Approved Provider Unit has a clearly defined process for assessing needs as the basis for planning, implementing, and evaluating NCPD. NCPD activities are designed, planned, implemented, and evaluated in accordance with adult learning principles, professional education standards, and ethics.

**Each narrative must include a specific example that illustrates how the criterion is operationalized within the Provider Unit.**

Examples for the narrative component of the provider application (EDP 1-7) may be chosen from but are not limited to those contained in the three activity files. Evidence must demonstrate how the Provider Unit complies with each criterion.

**Assessment of Learning Needs.** NCPD activities are developed in response to, and with consideration for, the unique educational needs of the target audience.

**Describe and, using an example, demonstrate the following:**

EDP1. The process used to identify a problem in practice or an opportunity for improvement (professional practice gap).

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

EDP2. How the Nurse Planner identifies the underlying educational needs (knowledge, skills, and/or practice) that contribute to the professional practice gap(s). The underlying education need(s) emphasizes addressing where the PPG exists to determine appropriate intervention strategies.

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

**Describe and, using an example, demonstrate the following:**

EDP3. How the Nurse Planner identifies, and measures change in knowledge, skills, and/or practice of the target audience that are expected to occur as a result of participation in the educational activity.

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

**Planning.** Planning for each educational activity must be independent from the influence of commercial interest organizations.

**Describe and, using an example, demonstrate the following:**

EDP4. The process used to determine relevant financial relationships for all individuals in a position to control educational content. Explain your process for mitigating any relevant financial relationships and your process for disclosing these relationships.

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

**Design Principles.** The educational design process incorporates best-available evidence and appropriate teaching methods.

EDP5. How the content of the educational activity is developed based on best available current evidence (e.g., clinical guidelines, peer-reviewed journals, experts in the field) to foster achievement of desired outcomes.

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

**Evaluation.** A clearly defined method that includes learner input is used to evaluate the effectiveness of each educational activity. Results from the activity evaluation are used to guide future activities.

**Describe and, using an example, demonstrate the following:**

EDP6. How strategies to promote learning and actively engage learners are incorporated into educational activities

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

EDP7. How the summative evaluation data for an educational activity are used to analyze the outcomes of that activity and guide future activities.

**PROCESS DESCRIPTION:**

**SPECIFIC EXAMPLE:**

**Approved Provider Unit Criterion 3: Quality Outcomes (QO)**

The Approved Provider Unit engages in an ongoing evaluation process to analyze its overall effectiveness in fulfilling its goals and operational requirements to provide quality NCPD.

**Each narrative must include a specific example that illustrates how the criterion is operationalized within the Provider Unit.**

**Provider Unit Evaluation Process.** The APU must evaluate the effectiveness of its overall functioning as an Approved Provider Unit.

**Describe and, using an example, demonstrate the following:**

QO1. The process used for evaluating the overall effectiveness of the APU in carrying out its work as a provider of NCPD.

**PROCESS DESCRIPTION:**

QO2. a. Identify at least one quality outcome the APU has established and worked to achieve over the past twelve months to improve provider unit operations. Identify the metrics used to measure success in achieving that outcome.

 Examples (but not limited to these):

 • Changes in format of activities in response to learner feedback

 • Cost savings for the Provider Unit or stakeholders in response to analysis of financial data

 • Volume of participants

 • Satisfaction of learners, staff, and/or volunteers in response to feedback surveys

**OUTCOME WITH METRICS:**

QO2. b. Using one of the quality outcomes identified in QO2a, explain how the most recent evaluation process (QO1) resulted in the development and/or improvement of an identified outcome for APU operations, including how that outcome was measured and analyzed. Provide an example.

Example: Aggregate data from feedback surveys of all attendees indicated a desire to have more online activities. This led to the development of an outcome to increase the percentage of online activities by 10% from one year to another. Plan was developed to determine which activities were most appropriate for online presentation and activities were developed. The number and quality of the activities were measured through further feedback surveys

**SPECIFIC EXAMPLE:**

**Value/Benefit to Nursing Professional Development**: The PU shall evaluate data to determine how the PU, through the learning activities it has provided, has influenced the professional development of its nurse learners. Nursing professional development is defined as “The lifelong process of active participation by nurses in learning activities that assist in developing and maintaining their continuing competence, enhancing their professional practice, and support achievement of their career goals” (Nursing Professional Development: Scope and Standards of Practice, ANA, 2016).

**Describe and, using an example, demonstrate the following:**

QO3. a. Identify at least one quality outcome the APU has established and worked to achieve over the past twelve months to improve the professional development of nurses. Identify the metrics used to measure success in achieving that outcome.

 Examples of professional development outcomes include, but are not limited to:

 • Changes in leadership skills certification

 • Nursing care delivery

 • Improved patient outcomes

 • Professional practice behaviors

 • Changes in nursing practice

**OUTCOME WITH METRICS:**

QO3. b. Using one of the outcomes identified in QO3a, explain how the most recent evaluation process (QO1) resulted in the development and/or improvement of an identified outcome to improve the professional development of nurses, including how that outcome was measured and analyzed.

**SPECIFIC EXAMPLE:**