Awarding Outcome-Based Continuing Education (CE) Credit

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Innovate. Involve. Inspire.
Continuing Education – An Evolution
“Time” to Reflect

• Health care professions education
  • Apprenticeship model (competency-based)
  • Formalized academic model with post-graduate specialty training of variable length (time-fixed/competency-based)
  • Formal academic model with structured post-graduate specialty training of fixed length (time-fixed)

• Josiah Macy Foundation Report:

• Explore competency-based CE credit for practicing health care professionals
The Power Hour?

• Late 1800’s, National Education Association endorsed concept of “standard unit”

• 19th Century – Andrew Carnegie (Cornell) created a credit system to validate pensions for college professors
  • Credit system was time-based (“Carnegie Unit”)
  • Evolved into the “credit hour”
  • Became building block for college courses and degree programs
  • Never intended to be a measure of (or proxy of) learning
Is This Just a Time Warp?

- Time-based “currency” for awarding CE
  - Easily understood
  - Consistent internationally
  - Added/subtracted
  - Finite
  - Equitable
  - Historic context (“Carnegie Unit” or credit hour)

- Do we need a different approach?

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

Rocky Horror Picture Show
The Science of Learning and Change

• In relation to learning and change, does time matter?

• What should we be measuring instead?
  • Competence (ability to apply)
  • Practice change
  • Impact on practice

• Does time have value?

  A *Tea-Steeping* or *i-Doc* Model for Medical Education?
  Academic Medicine, 85(9), September supplement, 2010
Testing the Model in Practice

• Pilot organizations:
  • American Nurses Association (ANA) Center for Continuing Education and Professional Development
  • Dartmouth-Hitchcock Nursing Continuing Education Council
  • Montana Nurses Association
  • OnCourse Learning
  • Versant

• Charge: Develop, implement, and evaluate up to 3 activities (Levels 2-5), with at least 1 activity at Level 3-5.
Performance in Practice

• Dartmouth-Hitchcock:
  • Working with nurse educators who are creating programs for Nurse Residents; conducting a needs assessment (identifying best practices) and developing a curriculum for the 1 year residency program; activities leveled at:
    • Level 1: conduct literature review; evaluate and identify best practices
    • Level 4: operationalize new curriculum
    • Level 5: assess impact

• OnCourse Learning:
  • Developing preceptor skills for specialty practice
    • Level 1: review module on evidence-based practice for preceptors/pass post-test
    • Level 2: review 12 vignettes and answer specific questions
    • Level 3: ? may not have
    • Level 4: integrate best practices into current practice
    • Level 5: assess impact (? With partner organizations)
Lessons Learned

• Ability to get credit for the learning activity is a positive motivator

• Too much work to operationalize this type of educational activity particularly if not certified or not ANCC certified; basically a “thanks but no thanks”

• Logistically complex to operationalize but liberating not to have to calculate CE hours

• “My learners needed to be “volun-told” to participate.”

• “I can get credit for work-place learning? That is great!”
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