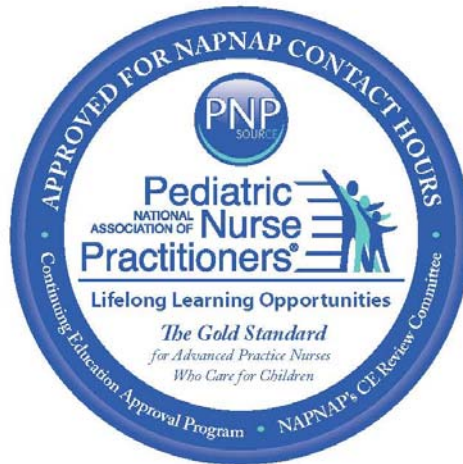




# Continuing Education Guidelines



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# NAPNAP Continuing Education Guidelines

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## **I. Overview**

A. The National Association of Pediatric Nurse Practitioners' Continuing Education mission is to provide lifelong learning opportunities to support our members and other pediatric healthcare providers in promoting optimal health for children.

NAPNAP is pleased to offer the service of voluntary approval to those providers of continuing nursing education who wish to offer NAPNAP contact hours. Adoption of the NAPNAP contact hour is voluntary. Use of the NAPNAP contact hour conveys a standard mark of quality learning activities for Pediatric Nurse Practitioners (PNPs), Family Nurse Practitioners (FNPs) and other pediatric health care professionals (HCPs). These educational opportunities provide pediatric advanced practice nurses and other pediatric HCPs who provide health care to children and families with the ongoing knowledge and skills needed for professional development and to provide patients optimal care.

NAPNAP offers PNPs, FNPs and other pediatric HCPs continuing education (CE) contact hours for programs that meet the following criteria:

1. Content of programs is relevant to PNPs, FNPs and other pediatric HCPs.
2. Program has balance, independence, and objectivity.
3. Principles of adult learning are utilized in planning and implementing the learning activity.
4. Providers have a systematic means for program development, delivery and records maintenance.
5. Qualified faculty is used to facilitate the learning process.
6. Programs include an opportunity for evaluation and/or self-evaluation of knowledge attained.

B. The NAPNAP CE contact hour is recognized as the gold standard for continuing nursing education for advance practice nurses providing health care to children. NAPNAP's Continuing



Education logo, is used to indicate an educational program that has been approved for NAPNAP CE Contact Hours by the NAPNAP's Continuing Education Review Committee. If approval is granted, NAPNAP's CE approval logo will be provided. This logo must be placed in close proximity to NAPNAP's CE approval statement on all marketing materials and Certificates of Attendance. Approval for NAPNAP CE Contact Hours does *not* entitle the provider to use the NAPNAP corporate logo. It is appropriate to use the CE logo only upon official notification that the NAPNAP CE Review Committee has determined that a program meets NAPNAP's Continuing Education criteria and conforms to NAPNAP's CE Guidelines.

C. The NAPNAP contact hour is accepted by the American Nurses Credentialing Center (ANCC). NAPNAP is included in the list of ANCC accredited providers for the fifty percent (50%) requirement for the continuing education credits necessary for recertification.

<http://www.nursecredentialing.org/cert/recert/cats/info.html>) NAPNAP approved continuing education is universally accepted by all NP certifying bodies.

The NAPNAP contact hour is accepted for continuing education credit by state boards of nursing under the usual requirement that a national organization is empowered to accredit nursing continuing education. However, it is important to confirm this is applicable and current in your own state.

NAPNAP is a provider approved by the California Board of Registered Nursing, Provider Number CEP 15008 until January 31, 2010.

#### **D. NAPNAP's Continuing Education Review Committee**

The NAPNAP Continuing Education Review Committee (CERC) is responsible for reviewing continuing education applications and determining if a program/provider meets NAPNAP's Continuing Education criteria and conforms to NAPNAP's CE Guidelines. The NAPNAP Education Chair, in cooperation with the NAPNAP Continuing Education Co-Chair:

- Develops, implements, monitors, and evaluates the NAPNAP Continuing Education Program.
- Recruits and maintains a committee of qualified NAPNAP members to provide assistance with the evaluation of continuing education programs submitted for NAPNAP approval.
- Awards continuing education credit for NAPNAP approved programs.
- Works closely with the E-Learning/CE Manager to award continuing education credit for NAPNAP approved programs.
- Maintains a current record with the National Office of continuing education activities.
- Maintain relationships with the other organizations to promote mutual recognition of CE mechanisms and expand CE opportunities for NAPNAP members.

The NAPNAP President appoints a maximum of 12 CERC members. The CERC is responsible for the rigorous review process of all individual, chapter, and agency applications. The CERC is also responsible to ensure that the NAPNAP CE Guidelines are carried out in all continuing education programs that offer the NAPNAP contact hour and for the overall integrity of the NAPNAP CE Approval Program.

## **II. Levels of NAPNAP Approval**

There are three levels of NAPNAP approval for contact hours.

### **A. Agency Approval**

Specific outside organizations may become approved providers of NAPNAP continuing education. Once approved, the Agency is granted permission to offer NAPNAP continuing education programs for a three-year period. The individual Agency is responsible for providing certificates of attendance to the participants. The Agency maintains the course files for all programs offered during the three-year approval period. The fee for an Agency application is based on the number of participants who will receive NAPNAP contact hours during the three-year approval period. Receipt of Agency Provider status enables the agency to offer NAPNAP contact hours for their programs only. The Agency cannot approve or accredit continuing education programs for other organizations.

Agency application review fees are:

<b><u>Number of Participants</u></b>	<b><u>Fee</u></b>
< 100 participants	\$600
100 – 199 participants	\$1,200
200 – 299 participants	\$2,400
300 – 399 participants	\$3,600
400 – 499 participants	\$4,800
> 500 participants	\$6,000

\*Agency providers should understand that in the event the approved Agency registers more participants than noted in the tiered agreement, the additional amount will be billed at the end of the third year or earlier as warranted.

### **B. Chapter Approval**

Individual NAPNAP Chapters may become approved providers of NAPNAP continuing education. In this case, the NAPNAP Chapter, once approved, is granted permission to offer NAPNAP continuing education programs for a three-year period. The Chapter is responsible for providing certificates of attendance to the participants and maintaining course files for all programs offered during the approval period. The fee for a Chapter Provider application is \$350 for the three-year period. Receipt of Chapter Provider status enables the Chapter to offer NAPNAP contact hours for their own programs only. The Chapter cannot approve or accredit continuing education programs for other organizations or Chapters.

\*Chapters that are not Approved Chapter Providers and would like approval for a single program are eligible for Individual Program Approval.

### **C. Individual Program Approval**

An individual organization, Chapter, or other desiring to provide an Individual Program [to be given one time only (or for multiple presentations)] may have the individual program reviewed for eligibility for NAPNAP contact hours. The fee for review of an individual program is based on the length of the program. Review of a standard Individual Program is expected to take six weeks. **Reviews of Individual Programs will not officially begin until all application items have been received by the National Office.**

Individual program application review fees are:

<b><u>Number Contact Hours</u></b>	<b><u>Fee</u></b>
1.0 – 5.0 contact hours	\$60
5.1 – 10.0 contact hours	\$100
10.1 – 20.0 contact hours	\$150
20.1 or more contact hours	\$200
Additional expedited review fee: For review of packets submitted with less than 4 weeks required turn around time.	\$40

Once approved, the NAPNAP Agency will be the provider for the Individual Program. The individual organization, Chapter, or other must purchase NAPNAP certificates and distribute them at the program.

Additionally, any organization or group who has been granted individual program approval and who offers an individual program under the NAPNAP Agency Provider Number must submit a list of participants to the NAPNAP National Office for recording. (*Please see Appendix C for a sample participant roster*). NAPNAP maintains individual course files at the National Office.

NAPNAP charges an administrative recording fee to register the participants into the computer database and to maintain the program files at the National Office. The recording fee schedule is below.

<b><u>Recording Fees</u></b>	<b><u>Member</u></b>	<b><u>Nonmember</u></b>
Chapter Individual Program	\$0	\$0
Organizational or Industry Sponsored Individual Program	\$12	\$15
Journal of Pediatric Health Care Pharmacology (Rx) CE Programs	\$10 (mail-in) Free (online post test)	\$15 (mail in) \$10 (online post test)

**All individual programs must be recorded at NAPNAP. NAPNAP contact hours are not awarded until the required records and the recording fees are submitted.**

## **D. Refund Policy**

Fees submitted to NAPNAP with CE applications are non-refundable. Any questions about this policy should be addressed prior to application submission.

## **III. Approval Process**

All applicants must complete an application to become a provider of NAPNAP continuing education. These applications must adhere to the NAPNAP Guidelines for Continuing Education in order for approval status to be granted.

### **A. Agency Three-Year Approval Process**

An individual organization or the provider desiring to be an approved provider of continuing education programs must submit one (1) Agency Provider Approval Application with attachments and three (3) separate original Continuing Education Outlines to the NAPNAP National Office for review and evaluation. Applications for new Agency providers can include original Continuing Education Outlines for events that have taken place or will take place, as long as all required information is included. Applications for renewing Agency providers should include Continuing Education Outlines for events that have taken place during the most recent three-year approval term.

### **B. Chapter Three-Year Approval Process**

The Chapter desiring to be an approved provider of continuing education programs must submit one (1) Chapter Provider Approval Application with attachments and three (3) separate original Continuing Education Outlines to the NAPNAP National Office for review and evaluation. Applications for new Chapter providers can include original Continuing Education Outlines for events that have taken place or will take place, as long as all required information is included. Applications for renewing Chapter providers should include Continuing Education Outlines for events that have taken place during the most recent three-year approval term.

### **C. Individual Program Approval Process**

An individual organization, Chapter, or other provider desiring to provide an Individual program, to be given one time only (or for multiple presentations), must submit one (1) original Continuing Education Outline.

If a provider is not approved pursuant to NAPNAP's evaluation of the aforementioned applications, the Provider Packet will be returned with a list of areas needing improvement and a request for the submission of missing items, if applicable. Applicants may submit a revised application.

## **D. Agency/Chapter Provider Status/Guideline Compliance**

Approval will be granted for a period of three (3) years and during this time no further Program Approval Applications need be submitted. Provider approval is not retroactive. Agency and Chapter Providers must adhere to the NAPNAP Guidelines for Continuing Education throughout the three year approval period. Provider approval status is dependent on compliance with the Guidelines.

NAPNAP reserves the right to conduct periodic compliance and quality reviews. NAPNAP may request evidence of compliance at any time during the 3-year period. Provider status may be withdrawn at any time if NAPNAP determines that adherence to the Guidelines has not been maintained. Providers should maintain a summary of the programs offered during the 3-year period.

*(Please see Appendix B for a sample of a Three-Year Summary)*

#### **E. Provider Number Assignment**

Non-Chapter Organizations receiving Agency Provider approval will be assigned an Agency Provider Number. Chapters receiving Chapter Provider approval will use their NAPNAP Chapter Number as their Chapter Provider Number. The provider number will be included with the notification of approval status. The assigned number is to be used only by the designated Provider. The provider number must appear on all correspondence sent to NAPNAP and on each advertised program conducted during the approval time period.

#### **F. Pending Approval: Agency and Chapter**

An Agency or Chapter that has applied for provider status, but has not yet received approval status, may not advertise the pending approval.

#### **G. Pending Approval: Individual Program**

If an application for an individual program is pending approval and it is necessary to print and distribute promotional materials for the program, NAPNAP provides the following verbiage for use by providers: “This program is pending approval by the National Association of Pediatric Nurse Practitioners (NAPNAP) for \_\_\_\_\_ NAPNAP contact hours, of which \_\_\_\_\_ are pharmacology (Rx) content.” However, keep in mind that not all programs are approved. It is appropriate to use the CE logo only upon official notification that the NAPNAP CE Review Committee has determined that a program meets NAPNAP’s Continuing Education criteria and conforms to NAPNAP’s CE Guidelines.

#### **H. Chapter/Agency Contact Person**

Each approved Chapter or Agency must have one designated individual who is accountable for the quality of educational programs and for ensuring all aspects of the NAPNAP guidelines of Continuing Education are followed. If the contact person is not a PNP, a PNP consultant must be designated to provide input into the overall program planning and evaluation process. If the contact person changes during the three-year approval period, the chapter/agency is responsible for notifying the NAPNAP National Office. If a Chapter or Agency is unable to locate a PNP consultant to serve as a PNP planner/reviewer, NAPNAP can provide assistance in designating a qualified PNP to fulfill this role. The fee for this assistance is \$500 per course.

#### **IV. The NAPNAP Contact Hour**

Credit for all approved programs is in continuing education contact hours. One NAPNAP contact hour equals sixty (60) clock minutes. The CEU (Continuing Education Unit) is not used by NAPNAP. The terms contact hour and CEU are not interchangeable. *Please assure that all continuing education credit is identified as contact hours, not CEUs.*

*A. Calculating contact hours:* When calculating the number of contact hours for a course, the number of contact minutes (minutes actually spent engaged in an educational activity – see Educational activities and Contact Hour Eligibility below) should be totaled and divided by 60 to arrive at the number of contact hours.

*B. Partial hours:* A contact hour is defined as 60 minutes. If an entire educational activity is equal to less than 60 minutes, contact hours may be awarded in fractions. The following examples can be referred to as a guide in determining the amount of contact hours to be awarded. One (1) contact hour equals a minimum of sixty (60) minutes. One-half (0.5) contact hours equals a minimum of thirty (30) minutes. One-quarter (.25) contact hours equals a minimum of fifteen (15) minutes. Contact hours should not be awarded to participants who only attend a portion of an educational activity.

*C. Educational activities and Contact Hour Eligibility:* Portions of educational activities eligible for contact hours include introduction to course learning outcomes/educational objectives, classroom time led by faculty, and time allotted to the evaluation process. The educational activity is defined to include the program of relevant and valid information for the continuing education of PNs, FNs, and other pediatric HCPs.

*D. Pharmacology (Rx) content:* The number of contact hours for pharmacology content must be clearly identified in the program description for the educational activity and reflected in learner objectives. The program planner must carefully review the content to ensure the amount of pharmacology content is accurate. Minimum pharmacology content can be offered in increments of 15 minutes or 0.25 contact hours. The amount of pharmacology content included in a program may be indicated on the CE certificate awarded to participants at the end of the program as well as on advertising materials. This is an indication of the portion of the total program that focuses on pharmacology content and is not to be added to the contact hours awarded for the whole program.

Learning objectives should clearly reflect the pharmacology content included in the educational activity. The following list gives examples of content that could be approved for pharmacology contact hours.

- |  |
|--|
| <ul style="list-style-type: none"><li>• Evaluating between drug and non-drug therapy or the appropriate combination of modalities.</li></ul>   |
| <ul style="list-style-type: none"><li>• Determining the most appropriate and specific agent based upon assessment of the individual's current needs and underlying health problem.</li></ul> |
| <ul style="list-style-type: none"><li>• Monitoring for therapeutic and adverse effects of drug therapy.</li></ul>  |

<ul style="list-style-type: none"> <li>• Preventing and minimizing adverse drug effects and, when necessary, appropriately treating these reactions.</li> </ul>
<ul style="list-style-type: none"> <li>• Providing information to patients /families in order to assist with adherence to the therapeutic regime.</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding and complying with state and federal regulations.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognizing when consultation and referral are necessary.</li> </ul>

## **V. Program Requirements**

### **A. Agency or Chapter Certificates of Attendance**

Agency and Chapter Providers are responsible for developing a Certificate of Attendance, for all courses, that includes the following ten (10) items:

1. Provider information (to include): Provider name, NAPNAP Provider number, Provider Full Address
2. NAPNAP Name and address as follows: National Association of Pediatric Nurse Practitioners (NAPNAP), 20 Brace Road, Suite 200, Cherry Hill, NJ 08034
3. Name of participant, Address of Participant and license number (not required in all states)
4. Program title
5. Program location (Facility), including city and state
6. Date(s) of offering
7. Number of NAPNAP contact hours awarded, with pharmacology (Rx) contact hours designated
8. The following notation: “Keep this certificate for your records for four (4) years Request for duplicates certificates should be made to the [Agency or Chapter Provider]”
9. Signature of current designated educational Agency or Chapter contact person
10. NAPNAP Continuing Education CE logo

For all programs, the program coordinator must issue a Certificate of Attendance to each participant completing the program, but must take care that a certificate is not issued to those arriving late or leaving early. The Agency/Chapter must keep a Participant Roster on file along with one sample certificate for four (4) years.

### **B. Individual Program Certificates of Attendance**

Certificates for individual programs must be ordered from NAPNAP and contain the NAPNAP Agency number, the NAPNAP CE logo, and the signature of the NAPNAP Education Chair on the certificate. Prices for certificates are \$0.25 per certificate. NAPNAP will keep a sample certificate for each program with the program file for a period of four (4) years. Unused certificates must be destroyed at the completion of the program. For all programs, the program coordinator must issue a Certificate of Attendance to each participant completing the program, but must take care that a certificate is not issued to those arriving late or leaving early.

### **C. Needs Assessment/Program Topics**

Educational programs must be planned in response to identified learning needs. Learners' needs must be assessed and educational programs developed to meet these needs. Learning needs represent a void between an existing condition and a desired condition. This void may be a need for knowledge or skills. The educational program/learning objectives should be developed to fill the identified void.

#### **Steps in Conducting a Needs Assessments**

##### **1. Clarify the purpose of the needs assessment**

Why are you doing needs assessment? What are you trying to measure?

##### **2. Identify the population**

Who will participate in the needs assessment?

##### **3. Determine how you will conduct the needs assessment**

##### **4. Design a survey instrument or adopt one that already exists**

##### **5. Collect Data**

Use data summary sheets to help determine patterns and make calculations easier

##### **6. Analyze Data**

##### **7. Use the results**

Summarize findings, Develop a plan

### **D. Announcement of NAPNAP Contact Hour Programs**

All providers are expected to provide promotional material for educational activities. In order for the learner to determine if the educational activity is appropriate for their learning needs, the promotional material must contain the following items: *Program Title, Date and Time, Location, Speaker (with credentials), Learning Outcomes/Educational Objectives, NAPNAP's CE logo, and Course Sponsors (refer to page 16 on Sponsored Programs).*

Upon approval, NAPNAP's CE approval logo will be provided. In the program announcement, this logo must be placed in close proximity to NAPNAP's CE approval statement regarding the number of contact hours. This statement should be listed as:

“This program is approved for \_\_\_ NAPNAP contact hours of which \_\_\_ contain pharmacology (Rx) content per the National Association of Pediatric Nurse Practitioners Continuing Education Guidelines.”

See page 9 for a statement regarding pending approval.

Additionally, all promotional materials must provide a method for obtaining additional information about the program (i.e. phone number, email, etc.).

## **E. Learning Outcomes/Educational Objectives**

The course outline must be guided by learning outcomes/educational objectives. Specific learning outcomes/educational objectives are useful for determining expectations of the learning experience. Learning outcomes/educational objectives should include four major elements.

1. Audience: A description of the person(s) for whom the objective is intended (who is the learner?).
2. Behavior: A description of the observable actions/behavior that the learner is to perform or exhibit (what will be accomplished?).
3. Conditions: An outline of the conditions under which the students will perform or exhibit the actions/behavior or the factors affecting them (when will it be accomplished?).
4. Degree: Specification of the level of achievement indicating acceptable performance (how well will it be done?).

*(For additional information and examples of measurable outcomes/objectives, see Appendix A)*

## **F. Subject Matter**

The outline of the subject matter must correspond to each outcome/objective and must reflect appropriateness for continuing education of PNP's, FNP's and other pediatric HCP's. Each section of content should support the intended learning outcomes/objectives. Material outlined must be consistent with the time allotted to meet the outcomes/objectives. Currency and accuracy of the subject matter should be documented by references/bibliography within five (5) years of publication (with the exception of classic or seminal references).

NAPNAP continues to expand its commitment to the integration of evidence into pediatric nursing practice education. Educational programs must incorporate the best available evidence in an explicit fashion. Evidence can include research, integrative reviews, practice guidelines, quality improvement data, and case studies. Evidence-based practice (EBP) “defines care that integrates best scientific evidence with clinical expertise, knowledge of pathophysiology, knowledge of psychosocial issues, and decision making preferences of patients” (Rutledge & Grant, 2002, p. 1).

### **Faculty Expectations**

1. All faculty will clearly make reference to the current evidence that exists in that topic area.
2. Faculty are expected to identify the type and strength of evidence used to support or not support the practice recommendations included in their presentations.
3. The focus of most presentations should be the application of the current evidence to practice and implications for practice changes.
4. Evidence will be clearly cited on slides, handouts, and reference lists so that members of the audience may access them at a later date.

## **G. Teaching Strategies**

Identified teaching strategies must reflect utilization of principles of adult education. Adult education is based on the following principles:

1. Adults are goal-oriented. They appreciate an educational program that is organized and has clearly defined elements.
2. Adults are relevancy-oriented. Learning has to be applicable to their work or other responsibilities to be of value to them. Outcomes/objectives and concepts must relate to practice.
3. Adults are practical and need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the program.

Instructional methods should appeal to the diverse learning styles of the individuals in the audience. Learners should be actively involved, have an opportunity to process what they have learned, and to receive feedback.

## **H. Faculty/Compensation**

It is important that faculty is well trained in the subject matter. There must be evidence that the presenter has the academic preparation and/or experience in the subject matter. It is important that the faculty has an understanding of the purpose of the educational activity and is able to communicate effectively with their audience. The faculty's curriculum vitae or biographical sketch should reflect appropriate experience and background in the topic area. It is the organizer's responsibility to only select or approve a sufficient number of faculty (authors or speakers) to ensure the activity can be conducted adequately. In essence, if a person is not necessary to complete the activity, they should not be approved for participation by the organizer.

It is appropriate for faculty at conferences or meetings to accept reasonable honoraria and to accept reimbursement for reasonable travel, lodging, and meal expenses. When travel is required, reimbursement should be given only to cover a length of stay that is commensurate with the amount of time the faculty's presence is required. It is also appropriate for consultants who provide genuine services to receive reasonable compensation and to accept reimbursement for reasonable travel, lodging, and meal expenses. The payment of honoraria to faculty of the organizer's sponsored activities will be tailored based on the amount of work expected from the faculty. In addition, other criteria such as the specialty of the faculty and their national prominence should be considered.

## **I. Faculty Contact Hours**

Presenters and authors may earn contact hours for their preparation of a presentation if they approach this as an independent learner directed activity. An independent learner directed activity is where the learner takes the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and materials resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. The formula for granting such credit is 2 *NAPNAP Contact Hours* per hour of interaction (or a 2:1 ratio). Similar to other *NAPNAP Contact Hours* awarded based on time metrics, credit can be designated in 15 minute increments.

#### Policy for calculating faculty contact hours

1. Faculty may be awarded two (2) NAPNAP Contact Hours for each hour of content developed for a live or online activity.
2. Faculty may not claim simultaneous credit as learners for sessions at which they present; however, they may claim participant credit for other sessions they attend as learners at a designated live activity.
3. Credit may only be claimed once for repeated or archived presentations.

#### **J. Venue**

The provider of an educational activity must select a venue that provides an environment that is conducive to learning. When selecting the venue, the selection should be based on meeting/conference facilities and not based on the social amenities available.

#### **K. Identifying and Resolving Conflicts of Interest**

Providers must at all times retain responsibility and control over the content or choice of faculty of the program. In order to assure that all educational activities have balance, independence, and objectivity, all faculty are required to complete a speaker declaration form and disclose to participants the presence of significant relationships with commercial companies whose products are discussed in their presentations. This disclosure requirement should extend for at least two years beyond the termination of any consultant or speaker arrangement. (Significant relationships include receiving research grants, consultancies, honoraria and travel, or other benefits from a company or having a self-managed equity interest in a company.) The provider is responsible for ensuring that learners are aware of commercial support provided in the form of educational grants and any relevant financial relationship(s), to include the name of the individual, the name of the commercial interest(s), and the nature of the relationship the person has with each commercial interest. 'Disclosure' must never include the use of a trade name or a product-group message. A provider must disclose all information to learners prior to the beginning of the educational activity. For an individual with no relevant financial relationship(s), the learners must be informed that no relevant financial relationship(s) exist.

Additionally, all those involved in the planning of, or those who are in a position to control the content of a CNE activity must disclose all relevant financial relationships with any commercial interest.

Any individual who refuses to disclose relevant financial relationships will be disqualified from being a planning committee member, faculty or an author of the program, and cannot have control of, or responsibility for, the development, management, presentation or evaluation of the educational activity.

Should the provider determine that a conflict of interest exists as a result of a financial relationship a planner, author or presenter or their spouse/partner may have, the provider will resolve the conflict prior to offering the activity. Circumstances that create a conflict of interest as being those that occur when an individual has an opportunity to affect CNE content about products or services of a commercial interest with which he/she has a financial relationship.

Each faculty member's conflict of interest will be resolved on an individual basis.

### **L. Sponsored Programs**

When there is commercial support for an educational activity, the role of the commercial supporter is to facilitate conduct of the activity by providing funding to support the activity.

The CE provider is responsible for content and scientific integrity of all CE activities approved for credit. A provider cannot be required by a supporter with a commercial interest to accept advice or services concerning teachers, authors, or other education matters, including content, from a commercial supporter as conditions of contributing funds or services. Arrangements for commercial exhibits or advertisements cannot influence planning or interfere with the presentation, nor can they be a condition of the provision of commercial support for CE activities. Product-promotion material or product-specific advertisement of any type is prohibited in or during CE activities. The juxtaposition of editorial and advertising material on the same products or subjects must be avoided. Live (staffed exhibits, presentations) or enduring (printed or electronic advertisements) promotional activities must be kept separate from CE. Providers can refer to the guidelines below, specific to their method of CE.

The Pharmaceutical Research and Manufacturers of America (PhRMA) have updated their **Code on Interaction with Healthcare Professionals** to assist continuing education providers in understanding how to properly interact with Industry Sponsors:

- Any financial support should be given to the CE provider, which, in turn, can use the money to reduce the overall CE registration fee for all participants.
- The CE provider should follow standards for commercial support established by the Accreditation Council for Continuing Medical Education (ACCME) or other entity that may accredit the CE.
- The company may not offer direct or indirect financial support to cover the costs of travel, lodging, or other personal expenses of non-faculty healthcare professionals attending CE
- Financial assistance for scholarships or other educational funds to permit medical students, residents, fellows, and other healthcare professionals in training to attend carefully selected educational conferences may be offered so long as the selection of individuals who will receive the funds is made by the academic or training institution.
- Providing healthcare professionals with items that do not advance disease or treatment education is not appropriate, even if these items are practice-related items of minimal value, such as clipboards, pens, mugs or similar items with or without company logos or product names printed on them.

For more information on the new PhRMA Code on Interactions with Healthcare Professionals, please visit, [http://www.phrma.org/code\\_on\\_interactions\\_with\\_healthcare\\_professionals/](http://www.phrma.org/code_on_interactions_with_healthcare_professionals/).

#### Printed Materials:

Commercial support in promotional and program material should be identified as follows: This program is supported by an educational grant from XYZ Corporation. The provider's acknowledgment of commercial support may state the name, mission, and areas of clinical involvement of the company or institution and may include corporate logos and slogans, if they are not product-promotional in nature. Speakers and their materials should clearly identify the company that is sponsoring the presentation, the fact that the speaker is presenting on behalf of the

company, and that the speaker is presenting information that is consistent with FDA guidelines.

Print or electronic information distributed about the non-CE elements of a CE activity that are not directly related to the transfer of education to the learner, such as schedules and content descriptions, may include product promotion material or product-specific advertisement.

Advertisements and promotional materials shall not be interleaved within the pages of the CE content. Advertisements and promotional materials may face the first or last pages of printed CE content as long as these materials are not related to the CE content they face **and** are not paid for by the entities with commercial interests in the CE activity.

#### Computer-based Materials:

Advertisements and promotional materials shall not be visible on the screen at the same time as the CE content and shall not be interleaved between computer 'windows' or screens of the CE content

#### Audio and video recorded Materials

Advertisements and promotional materials shall not be included within the CE. There should be no 'commercial breaks.'

#### Live Events:

In sponsored, live programs, it is important to ensure that neither the sponsors, nor their representatives, are using these activities to influence organizers, faculty, participants or others in a position to generate business for the sponsor or to control the content of the program. Commercial exhibits and advertisements are promotional activities and not continuing nursing education. Social events or meals at CE activities cannot compete with or take precedence over the educational events.

Advertisements and promotional materials shall not be displayed or distributed in the educational space immediately before, during, or after a CE activity. Providers shall not allow representatives of an entity with commercial interests to engage in sales or promotional activities while in the space or place of the CE activity.

The content or format of a CE activity or its related materials must promote improvements or quality in health care and not a specific proprietary business interest of a commercial supporter.

Presentations must give a balanced view of therapeutic options. Use of generic names will contribute to this impartiality. Educational materials that are part of a CE activity, such as slides, abstracts, and handouts, shall not contain any advertising, trade name, or a product-group message. If the CE educational material or content includes trade names, when available, trade names from several companies should be used, not just trade names from a single company.

## **L. Evaluation Tools**

Providers are required to develop a tool that requests the participants to evaluate at least the following items:

1. Their ability to meet the course learning outcomes/educational objectives.
2. Their accuracy and/or currency of the subject matter.

3. The effectiveness of the teaching method selected.
4. The ability of the speaker to present the material in an understandable manner.
5. The appropriateness of the educational level of the program
6. The effective use of time (evaluation of home study course must request participants to document the actual time spent in completing the program).
7. The degree to which the program met their professional educational needs.
8. An evaluation of the physical learning environment.
9. Assessment of perceived commercial bias in the program by learners. [See attached Sample A: Evaluation for program with multiple speakers; Sample B: Evaluation for single topic presentation]

The evaluations should be reviewed and summarized by the program coordinator at the end of the program and the information from the evaluations considered in planning future programs.

### **M. Long Range Plan/Ongoing Evaluation**

Each Provider should have a long-range plan for evaluating their continuing education program. There should be a mechanism to ensure the following:

1. Learners needs have been assessed and programs are developed based on learners needs.
2. There should be a planning process for the continuing education program. This should include a way to analyze needs assessment data and a way to set goals.
3. There should be a designated procedure for implementing the programs. The procedure should include specifics about how faculty are selected and contracted with and how content and bibliography are determined.
4. There should be a mechanism to evaluate content, faculty, learning process, and evaluation tools. Information from the evaluations should be incorporated into course revisions.
5. There should be a mechanism to utilize evaluations to change and improve the program.
6. The provider must have a committee, group, or individual who is responsible for developing and administering the continuing education activities.

## **VI. Registration Guidelines/Provider Record Requirements**

### **Registration Guidelines**

Providers are required to register each participant at the program. Registration information should include:

- Participant's name
- Participant's mailing address

## **Provider Record Requirements**

The Agency or Chapter Provider\* must retain the following information on each program for at least four (4) years:

1. Copy of a completed sign-in roster including name and address of participants [license number of participants(not required in all states), date, title of program, and number of contact hours and Rx hours awarded,
2. Identity of co-sponsors of offering (if applicable).
3. Learning outcomes/educational objectives, subject matter outline, bibliography/references, teaching methodologies, method of evaluation and faculty qualifications.
4. Summary of evaluations.
5. Sample certificate.

\*For Individual program, NAPNAP is the Agency Provider and will maintain the required records.

In addition, the chapter/agency provider is required to complete a three-year summary of courses offered (including contact hours), and number of participants (See Appendix B-2).

## **VII. Self-Paced or Self Study Continuing Education Programs**

Non-traditional learning alternatives may be used as methods of presentation. Examples of self-study programs include audiotapes, videotapes, self-study program, CD-ROM programs, DVD programs and online continuing education.

### **Procedure for determining number of contact hours**

In programs where participants learn and progress at their own pace, the provider is required to establish a standard number of contact hours to be awarded for all participants. A provider desiring to introduce a self-study program must have a minimum of five (5) individuals complete the course and record the length of time to complete the learning activity. Time included should be the time it took to review the content and to complete the evaluation. Contact hours awarded for the program should be determined by averaging the length of time for the sample group. Alternatively, to originally calculate recommended contact hours, the following factors can be considered:

1. Word count (a general rule of thumb is 6,000 words equals 1.0 hour of instruction)
2. Test Questions (generally, a minimum of 6 questions are required for 1.0 contact hour)
3. Content difficulty (may increase/decrease contact hours even if it does/does not meet the standards listed above)

Providers should include a question in their participant survey that asks participants to report the amount of time spent on an activity. Providers should continue to monitor the amount of time it takes participants to complete the program and adjust contact hours as necessary. In programs where participants participate in a timed activity (e.g. watching a video or completing a timed online program) the actual amount of time required to complete the activity should be used to calculate the contact hours.

### Procedure for evaluating learning

In self-study programs, there must be a mechanism to evaluate when the learning has been completed. Usually a post-test with a minimum required score is required to document learning. NAPNAP recommends a minimum of 6 – 8 questions for every contact hour and a passing score of at least 70%.

### Procedure for issuing a Certificate of Attendance

Once the self-study program is completed, the provider must have a mechanism to issue a certificate of attendance and to document course completion.

### Policy for length of time the participant is granted to complete course

All self-study programs must have a policy that states how long the participant may have to complete the course. The deadline for completion must be documented in the course materials.

### Policy for updating the course

All self-study programs need to be reviewed for currency, accuracy, and completeness on a regular basis, and any necessary revisions must be made. Usually program content is not relevant for more than one year. In topics areas where there are frequent changes (i.e. Immunizations, Pharmacology) the one-year revision period may be too long. In topics where there is little change (i.e. Growth and Development), a longer period may be appropriate. The provider is responsible to have a policy for revising and updating courses as appropriate.

### **Teleconferences/Video Conference**

Teleconferences are not considered a self-pace or self-study course. Because the course is given in real time and the participant can interact with the faculty and ask questions in real time, it is considered a live program. However, if the course is not in real time (i.e. prerecorded), then it is considered self-study and requires a post evaluation process.

### **Poster Sessions**

Continuing education credit may be approved for poster sessions only if there is a determined method to evaluate learning and monitor time spent in participation. To be awarded poster session credit, the session must include complete information for each poster to be presented including: Title, Presenter's qualifications, and Learning Outcomes/Educational Objectives (Note: Objectives can be individualized for each poster, or alternatively a set of objectives for the entire poster session may be provided.) Based on an estimate that it takes the learner approximately 6 minutes to review a poster, the usual amount of credit for a poster session is 0.1 contact hours for each poster, with an overall session minimum of .25 contact hours. The provider must continue to monitor participants about the length of time for their completion of the poster CE activity.

## Appendix A

### Developing Learning Outcomes/Educational Objectives

Outcomes/objectives reflect what the participant should know or be able to do at the end of an educational activity. Outcomes/objectives should be realistic and obtainable, and should define desired outcomes. Stating outcomes/objectives is essential to planning, implementing and evaluating continuing education activities. Outcomes/objectives should be clear and attainable for the targeted audience. Outcomes/objectives should be used to guide the development of the activity and its evaluation.

Outcomes/objectives should be written **AFTER**:

1. needs are assessed.
2. the target audience is determined  
but **BEFORE**
3. teaching methods are determined
4. the selection of an evaluation tool

Outcomes/objectives should be introduced by the following statement, "Upon completion of this (session, course, workshop, etc) participants should be able to".

The following words are examples that can be used in learning outcomes/educational objectives:

Cognitive Domain*	Psychomotor Domain	Interpersonal Domain	Affective Domain
Cite	Calculate	Advocate	Attend to
Classify	Conduct	Criticize	Determine
Construct	Connect	Defend	Develop
Compare	Construct	Express	Display
Defend	Demonstrate	Generalize	Exemplify
Define	Diagnose	Inform	Listen
Differentiate	Form	Object	Maintain
Discuss	Maintain	Offer	Participate
Evaluate	Operate	Produce	Recognize
Explain	Perform	Propose	
Express	Produce	Reflect	
Identify	Speak	Request	
Illustrate		Suggest	
List		Summarize	
Measure			
Quote			
State (or Restate)			
Tabulate			

\*Most learning outcomes/educational objectives for continuing education are in the cognitive domain.

Avoid these verbs, as they are open to various interpretations and are not measurable:

- Appreciate
- Believe
- Learn
- Know
- Understand

Sample Outcomes/Objectives:

1. Upon completion of the seminar, the participant will describe three (3) appropriate antibiotics for a child with a culture-positive strep pharyngitis.
2. Following a demonstration of a new technique of strapping a strained muscle, the participant will correctly perform a return demonstration.
3. Upon completion of this course, the participant will be able to list the diagnostic criteria for Kawasaki Disease.



**Appendix B**  
**Agency Three Year Summary: Agency Number: A-«Agency #»**

Program Name	Date	# of Contact Hours	# of Rx hours	# of Participants	
				NAPNAP National Members	Nonmembers
<b>Total Numbers of Programs:</b>				<b>Total:</b>	<b>Total:</b>

Due by: Two Weeks after Agency Expiration Date: «Approval\_End\_Date»



**Appendix C**  
**Participant Roster**

PROGRAM TITLE \_\_\_\_\_

PROVIDER \_\_\_\_\_

LOCATION \_\_\_\_\_ DATE(S) OF PROGRAM \_\_\_\_\_

AGENCY/PROGRAM/CHAPTER# \_\_\_\_\_ CONTACT HOURS \_\_\_\_\_

**Please include recording fee of \$12/member and \$15/nonmember.  
(Note: There are no chapter recording fees)**

Participant Name	Participant Contact Info	NAPNAP Member # (if applicable)	# of Contact Hours	# of Rx Hours

**\*Agency/Chapter must keep this roster on file with one sample certificate.**

## Appendix D NAPNAP Conference Faculty Policy & Conditions

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The National Association of Pediatric Nurse Practitioners (NAPNAP) has standards and guidelines to ensure that the individuals attending continuing education (CE) activities are aware of speakers' present and past (within two years) relationships with commercial companies that could potentially affect the information presented. Therefore, we require all faculty to complete a speaker declaration form and disclose to participants the presence of significant relationships with commercial companies whose products are discussed in their presentations. (Significant relationships include receiving research grants, consultancies, honoraria and travel, or other benefits from a company or having a self-managed equity interest in a company within the last two years.)

These standards require that presentations are free of commercial bias and that any information regarding commercial products/services be based on scientific methods generally accepted by the medical community. When discussing therapeutic options, it is NAPNAP's preference that you use only generic names. If it is necessary to use a trade name, then those of several companies must be used. Further, presentation including discussion of any unlabelled or investigational use of a commercial product, you are required to disclose this to the participants. Should you determine that you or participating faculty cannot comply with these requirements, please contact the program coordinator as soon as possible. The disclosure of a significant relationship does not suggest or condone bias in any presentation. Disclosure is to provide participants with information that might be of potential importance to their evaluation of a presentation.

For CE activities with a syllabus or other formal written materials given to the audience, disclosure information must be presented in one section of the materials. When written materials are not distributed, the companies with which you have significant relationships must be announced to participants. The moderator will make this announcement as part of your introduction or will ask you to include this information as part of your opening remarks. Documentation of verbal disclosure must be provided to NAPNAP's National Office.

Each speaker at a NAPNAP CE event must warrant and represent that he or she is the sole author of the presentation materials; that the presentation materials are original (except for any pre-existing versions of the presentation materials and for any material from previously copyrighted works obtained by permission or assignment); that the presentation materials have not been previously published in their current form, are not in the public domain and do not infringe upon any statutory copyright or upon any common law right, proprietary right, or any other right; that he or she is the sole and exclusive owner of the rights herein conveyed to NAPNAP; that he or she is entitled to all the rights herein granted; that he or she has full right and power to enter into this Speaker Agreement; that he or she has not in any manner previously granted, pledged, assigned, otherwise encumbered or disposed of any of the rights herein granted to NAPNAP or any rights adverse to or inconsistent therewith; that entering into this Agreement is not a violation of any other agreement, understanding or obligation of the speaker; that there are no rights outstanding that would diminish, encumber or impair the full enjoyment or exercise of the rights herein granted to NAPNAP; and that the presentation materials contain no matter that is scandalous, obscene, libelous, in violation of any right of privacy, or otherwise contrary to law.

Each speaker shall indemnify and hold NAPNAP, any seller of the presentation materials and NAPNAP's licensees harmless from any liabilities, losses, damages, costs or expenses, including reasonable attorneys' fees, in connection with any claim, action or proceeding arising out of a breach or alleged breach of the speaker's warranties, representations and agreements herein contained, subject to the provisions below. NAPNAP shall have the right to extend the speaker's warranties to third parties (such as purchasers or licensees of subsidiary rights granted to NAPNAP herein and/or any seller of the presentation materials), and the speaker shall be liable to the same extent as if such warranties were originally made to such third parties.

Each speaker warrants that his or her presentation shall be of professional quality, conforming to generally accepted industry standards and practices for educational course presentations and that he or she has the requisite expertise and ability to deliver all services required hereunder.

**NAPNAP Faculty Declaration Form (SAMPLE)**

**Presentation Title:** \_\_\_\_\_

**Presenter Name(s):** \_\_\_\_\_

**Declaration of No Conflict of Interest**

- In the last two years, neither I nor any member of my immediate family have had a financial interest/arrangement or affiliation with one or more organizations that could be perceived as a real or apparent conflict of interest in the context of the subject of this presentation.**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**(OR)**

**Disclosure**

- In the last two years, I or an immediate family member have had a financial interest/arrangement or affiliation with one or more organizations that could be perceived as a real or apparent conflict of interest in the context of the subject of this presentation.**

**Affiliation/Financial Interest**

**Name of Organization(s)**

Honorarium	_____
Grant/Research Support	_____
Consultant	_____
Speakers' Bureau	_____
Major Stock Shareholder	_____
Employee	_____
Other Financial or Material Support	_____

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

I  **will**/ **will not** be discussing/demonstrating a medical device.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix D-2**  
**FACULTY QUALIFICATION RECORD (SAMPLE)**

Your cooperation in complying with these guidelines is appreciated. Please return this form by \_\_\_\_\_  
to:(xxx)xxx-xxxx

TITLE OF PRESENTATION \_\_\_\_\_

NAME OF PRESENTER \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/STATE/ZIP \_\_\_\_\_

TELEPHONE (\_\_\_\_) \_\_\_\_\_ FAX (\_\_\_\_) \_\_\_\_\_

EMAIL \_\_\_\_\_

DEGREES EARNED \_\_\_\_\_ CPNP/A YES \_\_\_\_\_ NO \_\_\_\_\_

FIELD OF SPECIALIZATION \_\_\_\_\_

CURRENT POSITION AND TITLE \_\_\_\_\_

PLACE OF EMPLOYMENT: \_\_\_\_\_

Qualifications for presenting session content: (Briefly state the rationale for selecting this speaker and the qualifications meriting his/her selection. Note publications or previous seminars conducted if pertinent.)



**Organization Name**

**Appendix E: Continuing Education Evaluation for program with multiple speakers**

In order to assist the continuing education committee to improve the educational process, please complete the evaluation by responding to each comment.

Program Title: \_\_\_\_\_ Date: \_\_\_\_\_

	N/A	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Speaker: Smith</b>					
The learning outcomes/educational objectives for this session were met.					
I will be able to use this information in future practice.					
The speaker was interesting and held my attention.					
The speaker was knowledgeable in the content area					
The audiovisual aids/handouts were useful					
<b>Speaker: Jones</b>					
The learning outcomes/educational objectives for this session were met.					
I will be able to use this information in future practice.					
The speaker was interesting and held my attention.					
The speaker was knowledgeable in the content area					
The audiovisual aids/handouts were useful					
<b>Speaker: Taylor</b>					
The learning outcomes/educational objectives for this session were met.					
I will be able to use this information in future practice.					
The speaker was interesting and held my attention.					
The speaker was knowledgeable in the content area					
The audiovisual aids/handouts were useful					
<b>Speaker: Miller</b>					
The learning outcomes/educational objectives for this session were met.					
I will be able to use this information in future practice.					
The speaker was interesting and held my attention.					
The speaker was knowledgeable in the content area					
The audiovisual aids/handouts were useful					
<b>OVERALL EVALUATION</b>					
I would recommend this program to a colleague.					
The program was well organized.					
The program met my learning needs.					
The program had balance, independence, and objectivity.					

\*Additional comments and suggestions for future educational topics are welcome:



**Organization Name**

**Appendix F: Continuing Education Evaluation for single topic presentation**

*In order to assist the continuing education committee to improve the educational process, please complete the evaluation by responding to each comment.*

Title of Program:

Speaker:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. The learning outcomes/educational objectives were met.					
2. I will be able to use this information in future practice.					
3. The speaker was interesting and able to hold my attention.					
4. The speaker was knowledgeable in the content area.					
5. The audiovisual aids were helpful.					
6. The environment was conducive to learning.					
7. I would recommend this program to a colleague.					
8. The program had balance, independence, and objectivity					

Additional comments and suggestions for future educational topics may be written on the back.



National Association of Pediatric Nurse Practitioners
20 Brace Rd., Suite 200
Cherry Hill, NJ 08034
Voice: (856) 857-9700/Fax: (856) 857-1600
Email: info@napnap.org

Certificate of Attendance

By awarding the certificate, providers assure that the participant has successfully achieved the continuing education objectives of the program.

Name: \_\_\_\_\_

National NAPNAP Member Number: \_\_\_\_\_ Nonmember: \_\_\_\_\_

RN State: \_\_\_\_\_ License Number: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Program Title: \_\_\_\_\_

Program Location and Date(s): \_\_\_\_\_

Awarding Institution: NAPNAP
20 Brace Rd., Suite 200
Cherry Hill, NJ
Provider Information: (Full Name and Address)
Chapter/Agency/Program #:

SAMPLE



This course is approved for \_\_\_\_\_ NAPNAP Contact Hours of which \_\_\_\_\_ are pharmacology.

Handwritten signature of Regina Semmons

NAPNAP Education Chair

NOT VALID UNLESS SIGNED
KEEP COPY FOR YOUR PERSONAL RECORDS FOR FOUR (4) YEARS