

Association of Nurses in AIDS Care

Educational Planning Table – Live (2013 criteria)

Note: Time spent evaluating the learning activity may be included in the total time when calculating contact hours.

Association of Nurses in AIDS Care

Educational Planning Table – Live (2013 criteria)

Title of Activity: *Policy Hot Topics & ANAC- Keeping Nurses Front and Center in Critical Healthcare Discussions*

Identified Gap(s): *Nurses working with people living with HIV state a need for additional information about state, regional and national policy-related decisions and discussions and how they affect HIV nursing practice. In particular, HIV nurses across practice settings indicate a need for more information about the Patient Protection and Affordable Care Act, the Ryan White CARE Act and other relevant pieces of legislation and policy. Gaps were identified through direct feedback from ANAC members. Feedback was obtained through responses on evaluation forms from ANAC’s 2012 National Conference, as well as from comments at local chapter meetings which were communicated to ANAC’s National Office.*

Description of current state: *Nurses working with people living with HIV nurses demonstrate moderate knowledge of relevant and current HIV and nursing-related policies and legislation.*

Description of desired/achievable state: **Increase awareness about HIV and nursing-related legislation, policy and advocacy activities among HIV nurses.**

Gap to be addressed by this activity:

Knowledge Skills Practice Other: Describe _____

Purpose: (write as an outcome statement, e.g. "The purpose of this activity is to enable the learner to....."				
The purpose of this webinar is to increase HIV nurses’ knowledge about HIV and nursing-related policies that currently impact HIV nursing practice and to increase HIV nurses’ skills in advocating for policies that improve nursing practice and patient outcomes.				
OBJECTIVES	CONTENT (Topics)	TIME FRAME	PRESENTER	TEACHING METHODS
List learner’s objectives in behavioral terms	Provide an outline of the content for each objective. It must be more than a restatement of the objective.	State the time frame for each objective	List the Faculty for each objective.	Describe the teaching methods, strategies, materials & resources for each objective
1. To increase the learner’s knowledge about the Patient Protection and Affordable Care Act and its impact on Ryan White funded programs	Discuss relevant provisions of the ACA Discuss status of Ryan White legislation reauthorization Discuss model of healthcare in MA as predictor of the impact of ACA on RW programs	15 minutes	Carole Treston, RN, BSN, MPH Policy Consultant, ANAC	Interactive lecture and discussion using a PPT deck via live webinar
2. To increase the learner’s understanding of laws in the U.S. that criminalize HIV.	Present an overview of laws in the U.S. that criminalize HIV Discuss how laws that criminalize HIV affect nursing practice	10 minutes	Carole Treston, RN, BSN, MPH Policy Consultant, ANAC	Interactive lecture and discussion using a PPT deck via live webinar

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<p>3. To increase the learner's knowledge of the National Viral Hepatitis Action Plan and its impact on nursing practice.</p>	<p>Describe the National Viral Hepatitis Action Plan</p> <p>Discuss how nurses can be involved in the development of the Action Plan</p>	<p>10 minutes</p>	<p>Carole Treston, RN, BSN, MPH Policy Consultant, ANAC</p>	<p>Interactive lecture and discussion using a PPT deck via live webinar</p>
<p>4. To increase the learner's knowledge of issues of health literacy, patient education and peer navigator programs in the context of HIV care and treatment.</p>	<p>Define the terms health literacy and peer navigator in terms related to recent HRSA guidance and funding announcements</p> <p>Describe nursing's role in health literacy, patient education and peer navigation</p>	<p>10 minutes</p>	<p>Carole Treston, RN, BSN, MPH, Policy Consultant, ANAC</p>	<p>Interactive lecture and discussion using a PPT deck via live webinar</p>
<p>5. To develop next steps to inform an advocacy action plan for HIV nurses.</p>	<p>Invite questions from participants</p> <p>Engage in discussion about critical policies affecting nursing practice</p> <p>Outline next steps for how ANAC can support nurses through advocacy</p>	<p>15 minutes</p>	<p>Carole Treston, RN, BSN, MPH Policy Consultant, ANAC</p>	<p>Interactive lecture and discussion using a PPT deck via live webinar</p>
<p>List the evidence-based references used for developing this educational activity: Association of Nurses in AIDS Care, Policy Agenda 2013, http://www.nursesinaidscare.org/i4a/pages/Index.cfm?pageID=4299 American Nurses Association, Health Care Reform, http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy/HealthSystemReform Healthcare.gov, www.healthcare.gov Affordable Care Act, http://www.hhs.gov/opa/affordable-care-act/index.html HIV Health Reform, www.hivhealthreform.org Positive Justice Project, http://www.hivlawandpolicy.org/public/initiatives/positivejusticeproject</p>				

Total Minutes 60 divided by 60 = 1.0 contact hour(s)

Carole Treston, RN, BSN, MPH
Completed By: Name and Credentials

5/15/2013
Date

Association of Nurses in AIDS Care
Biographical and Conflict of Interest Form AP-BIO/COI
2013 Criteria

Title of Educational Activity: Policy Hot Topics & ANAC- Keeping Nurses Front and Center in Critical Healthcare Discussions

Education Activity Date: 6/28/2013

Role in Educational Activity: (Check all that apply)

- Planning Committee Member
 Faculty/Presenter/Author
 Content Reviewer
 Other – Describe: _____

Section 1: Demographic Data

Name with Credentials/Degrees: Carole Treston, RN, BSN, MPH

If RN, Nursing Degree(s): _____ AD _____ Diploma BSN _____ Masters _____ Doctorate

Address: 726 S. 7th Street, Philadelphia, PA 19147

Phone Number: 215-990-0163 Email Address: carole@anacnet.org

Current Employer and Position/Title: ANAC, Policy Consultant

Section 2: Expertise - Planning Committee

If a planning committee member, select area of expertise specific to the educational activity listed above:

- _____ Nurse Planner (responsible for ensuring adherence to ANCC Accreditation criteria)
 Content Expert
_____ Other

Please describe expertise and years of training specific to the educational activity listed above. (If the description of expertise does not provide adequate information, the Nurse Planner may request additional documentation.)

Ms. Treston received her MPH from Columbia University, where she focused on health policy and management. She has more than 20 years of relevant experience. She recently served as the Executive Director of AIDS Alliance for Children Youth and Families, a leading Washington DC based organization involved in HIV public policy and advocacy efforts. She also has been Executive Director of Children's Hope Foundation, an organization that worked to improve the quality of life for children, youth and families affected by HIV/AIDS in NYC. Carole has also served as the Director of Operations for the Pediatric AIDS Clinical Trials Group, an NIH sponsored global network of pediatric and maternal research sites. She is an ANAC member and has served as faculty for the Pennsylvania / MidAtlantic AETC.

Section 3: Expertise - Presenter/Faculty/Author/Content Reviewer

An "X" on this line identifies the expertise information the same as listed above.

Please describe expertise and years of training specific to the educational activity listed above. (If the description of expertise does not provide adequate information, the Nurse Planner may request additional documentation.)

Section 4: Conflict of Interest

The potential for conflicts of interest exists when an individual has the ability 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 evaluating the presence or absence of conflicts of interest and resolving any identified actual or potential conflicts of interest during the planning and implementation phases of an educational activity. If the Nurse Planner has an actual or potential conflict of interest, he or she should recuse himself or herself from the role as Nurse Planner for the educational activity.

****Commercial interest***, as defined by ANCC, is any entity producing, marketing, reselling, 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, resells, or distributes healthcare goods or services consumed by or used on patients.

Commercial Interest Organizations are ***ineligible*** for accreditation.

An organization is NOT a Commercial Interest Organization* if it is:

- A government entity;
- A non-profit (503(c)) organization;
- A provider of clinical services directly to patients, including but not limited to hospitals, health care agencies and independent health care practitioners;
- An entity the sole purpose of which is to improve or support the delivery of health care to patients, including but not limited to providers or developers of electronic health information systems, database systems, and quality improvement systems;
- A non-healthcare related entity whose primary mission is not producing, marketing or selling or distributing health care goods or services consumed by or used on patients.
- Liability insurance providers
- Health insurance providers
- Group medical practices
- Acute care hospitals (for profit and not for profit)
- Rehabilitation centers (for profit and not for profit)
- Nursing homes (for profit and not for profit)
- Blood banks
- Diagnostic laboratories

(*Reference: Accreditation Council for Continuing Medical Education (ACCME) Standards of Commercial Support, August 2007 (www.accme.org) - ANCC's definition is intended to ensure compliance with Food and Drug Administration Guidance on Industry-Supported Scientific and Educational Activities and consistency with the ACCME definition)

All individuals who have the ability to control or influence the content of an educational activity must 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. Relevant relationships must be disclosed to the learners during the time when the relationship is in effect and for 12 months afterward. All information disclosed must be shared with the participants/learners prior to the start of the educational activity.

****Relevant relationships**, as defined by ANCC, are relationships with a commercial interest if the products or services of the commercial interest are related to the content of the educational activity.

- Relationships with any commercial interest of the individual’s spouse/partner may be relevant relationships and must be reported, evaluated, and resolved.
- Evidence of a relevant relationship with a commercial interest may include but is not limited to receiving a salary, royalty, intellectual property rights, consulting fee, honoraria, ownership interest (stock and stock options, excluding diversified mutual funds), grants, contracts, or other financial benefit directly or indirectly from the commercial interest.
- Financial benefits may be associated with employment, management positions, independent contractor relationships, other contractual relationships, consulting, speaking, teaching, membership on an advisory committee or review panel, board membership, and other activities from which remuneration is received or expected from the commercial interest.

Is there an actual, potential or perceived conflict of interest for yourself or spouse/partner?

_____ Yes No

If yes, please complete the table below for all actual, potential or perceived conflicts of interest**:

Check all that apply	Category	Description
	Salary	
	Royalty	
	Stock	
	Speakers Bureau	
	Consultant	
	Other	

* *All conflicts of interest, including potential ones, must be resolved prior to the planning, implementation, or evaluation of the continuing nursing education activity.

Section 5: Statement of Understanding

An “X” in the box below serves as the electronic signature of the individual completing this Biographical/Conflict of Interest Form and attests to the accuracy of the information given above.

Carole Treston, RN, BSN, MPH
Completed By: Name and Credentials

Section 6: Conflict Resolution (to be completed by Nurse Planner)

A. Procedures used to resolve conflict of interest or potential bias if applicable for this activity:

Not applicable since no conflict of interest.

Removed individual, with conflict of interest, from participating in all parts of the educational activity.

Revised the role of the individual with conflict of interest so that the relationship is no longer relevant to the educational activity.

Not awarding contact hours for a portion or all of the educational activity.

Undertaking review of the educational activity by a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicators 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 a content reviewer to evaluate for potential bias, balance in presentation, evidence-based content or other indicators of integrity, and absence of bias, AND reviewing participant feedback to evaluate for commercial bias in the activity.

Other - Describe: _____

Nurse Planner Signature (*If form is for the activity Nurse Planner, an individual other than the Nurse Planner must review and sign).

An "X" in the box below serves as the electronic signature of the Nurse Planner reviewing the content of this Biographical/Conflict of Interest Form.

Allison R. Webel, RN, BSN, MSN, PhD, Director of Education, ANAC 5/15/2013

Completed By: Name and Credentials

Date

Association of Nurses in AIDS Care
Biographical and Conflict of Interest Form AP-BIO/COI
2013 Criteria

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Education Activity Date: 6/28/2013

Role in Educational Activity: (Check all that apply)

- Planning Committee Member
 Faculty/Presenter/Author
 Content Reviewer
 Other – Describe: _____

Section 1: Demographic Data

Name with Credentials/Degrees: Allison R. Webel, RN, BSN, MSN, PhD

If RN, Nursing Degree(s): _____ AD _____ Diploma BSN Masters Doctorate

Address: 3386 Kenmore Road Shaker Heights Ohio 44122

Phone Number: 216-650-9224 Email Address: Allison.webel@case.edu

Current Employer and Position/Title: ANAC, Director of Education

Section 2: Expertise - Planning Committee

If a planning committee member, select area of expertise specific to the educational activity listed above:

- Nurse Planner (responsible for ensuring adherence to ANCC Accreditation criteria)
 Content Expert
 Other

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Dr. Webel has served as ANAC's Director of Education for the past 18 months. She has previously served as nurse educators in various hospital and public health settings (~4 years). In this work she worked with organizations to develop education curricula adhering to JCAHO standards and best-practice guidelines. She is currently an Assistant Professor at the Bolton School of Nursing at Case Western Reserve University and has 9 years of HIV clinical and research experience. Her work has been disseminated throughout the nursing community and funded by agencies such as the American Nurses Foundation, National Institute of Nursing Research, and the Ohio Nurses Foundation, among others.

Section 3: Expertise - Presenter/Faculty/Author/Content Reviewer

N/A An "X" on this line identifies the expertise information the same as listed above.

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Electronic Signature (Required)

Date 5/15/2013

Allison R. Webel, RN, BSN, MSN, PhD Director of Education, ANAC 5/15/2013
Completed By: Name and Credentials

Section 6: Conflict Resolution (to be completed by Nurse Planner)

A. Procedures used to resolve conflict of interest or potential bias if applicable for this activity:

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- Other - Describe: _____

Nurse Planner Signature (*If form is for the activity Nurse Planner, an individual other than the Nurse Planner must review and sign).

An "X" in the box below serves as the electronic signature of the Nurse Planner reviewing the content of this Biographical/Conflict of Interest Form.

Carol Treston , RN, BSN, MPH

5/15/2013

Completed By: Name and Credentials

Date

Detailed Needs Assessment

Activity Title: Policy Hot Topics and ANAC- Keeping Nurses Front and Center in Critical Healthcare Discussions

The need for this educational activity was based upon requesting input from stakeholders including our Board of Directors and reviewing evaluations from previous educational activities.

Stakeholder input: In early 2013, after the permanence of the Affordable Care Act (ACA) was settled, ANAC's policy consultant, Carol Treston met with the ANAC Board of Directors to discuss the ACA's implications for nurses and their anticipated role in the rollout of the ACA. Due to the significant impact of the ACA on people living with HIV (PLHIV), ANAC's Board of Directors suggested that the ANAC membership may find a more detailed discussion of this issue helpful and then included ANAC's Lead Nurse Planner, Allison Webel, in planning discussions about a potential educational activity.

Previous evaluations: In our 2012 Conference Evaluation respondents reported that they would like to have future education issues related to the role of nursing in health care reform. Examples of specific recommendations include "health care reform", "The Affordable Care Act and its implications to HIV nurses" "Ryan White Funding in the presence of health care reform", and "ACA overview and update", to name a few. Additionally, comments such as "The HIV/HCV (Hepatitis C Virus) co-Infected patient", "Hepatitis B", and "More on health literacy and HIV".

Both this stakeholder input and evaluation feedback provided the documentation of a need for an educational activity whose objectives included:

- To increase learner's knowledge about the Patient Protection and Affordable Care Act and its Impact on Ryan White-funded Program;
- To increase the learner's understanding of laws in the U.S. that criminalizes HIV;
- To increase the learner's knowledge of the National Viral Hepatitis Action Plan and its impact on nursing practice;
- To increase the learner's knowledge of issues of health literacy, patient education, and peer navigator programs in the context of HIV care and treatment; and
- To develop next steps to inform an advocacy action plan for HIV nurses.