



## Application for CNA Accreditation of a Self-Assessment Program

Self-assessment programs enable nurses to assess aspects of their knowledge or practice in specific areas, topics or domains. Self-assessment programs are not tests. Instead, they use structured formats — such as multiple-choice or short-answer questions — that may include a clinical scenario and require participants to select the appropriate response. Participants receive feedback on the answers they selected to provide opportunities to identify areas for improvement and future learning.

### Important information before you begin

Self-assessment programs approved by CNA must be developed or co-developed by a nursing organization.

*CNA defines “nursing organization” as a not-for-profit group of health professionals with a formal governance structure. The organization serves and is accountable to its specialist nurse members and others by providing continuing professional development (CPD), health care, and/or research.*

Please [visit our website for a full definition](#) or contact CNA to confirm before submitting an application. You can also [read our policies](#) on non-nursing organizations.

### Additional considerations

- Self-assessment programs are accredited for a maximum of two years from the start date of the activity.
- Accreditation will not be granted retroactively.
- The nursing organization that developed the activity is responsible for maintaining all records (including attendance records) for a 5-year period.

### Application process

- Complete this application and submit the supporting documentation.
- A summary of the review will be e-mailed to the applicant, including the outcome of the assessment of the CPD activity, the number of accredited hours, and the CPD activity accreditation statement that must appear on all accredited CPD activity program materials and certificates of participation.
- The fee submitted at the end of this application is non-refundable and does not guarantee accreditation.

## Activity Information

Title of self-assessment program:	Click here to enter text.		
Activity start date: (dd/mm/yyyy)	Click here to enter a date.	Activity end date: (dd/mm/yyyy)	Click here to enter a date.
Delivery method of self-assessment program:	<input type="checkbox"/> Web-based <input type="checkbox"/> Face-to-face <input type="checkbox"/> Both web-based and face-to-face		
Has the program been previously accredited?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, when was it reviewed?	Click here to enter a date.
If yes, by which CPD accreditation system?	Click here to enter text.		
How many hours are required to complete the program?	Click here to enter text.		

## PART A: Administrative Standards

Applicant Category:	<input type="checkbox"/> CNA Member <input type="checkbox"/> Not-for-Profit <input type="checkbox"/> For Profit
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Name of nursing organization that developed the self-assessment program	
1. Name and contact information requesting accreditation	Name of nursing organization: Click here to enter text.
	Address: Click here to enter text.
	E-mail: Click here to enter text.      Telephone #: Click here to enter text.
	Website address: Click here to enter text.
2. Contact information for main <b>point-of-contact</b>	First name: Click here to enter text.      Last name: Click here to enter text.
	Address: Click here to enter text.
	E-mail: Click here to enter text.      Telephone#: Click here to enter text.
3. Name and contact information for <b>planning committee chair</b> (if different)	First name: Click here to enter text.      Last name: Click here to enter text.
	E-mail: Click here to enter text.      Telephone #: Click here to enter text.
	Address: Click here to enter text.

4. Name and contact	Name of organization: Click here to enter text.
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information for organization <b>co-developing the activity</b> (if applicable)	Address: Click here to enter text.	
	E-mail: Click here to enter text.	Telephone #: Click here to enter text.

5. Is the co-developing organization a nursing organization?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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**Content development**

6. Was the content developed by the applying nursing organization?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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If no, who developed the content?	Click here to enter text.
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**7. Scientific planning committee members (SPC) this will be uploaded as a separate document in the application.**

Complete the table below or send as an attachment if you have it available electronically.

Name of SPCM	What type of target audience does the SPCM represent?	Is the SPCM a member of the nursing organization responsible for planning the CPD activity?
Example: Jane Smythe, RN	Gerontology	Yes
Click here to enter text.	Click here to enter text.	Click here to enter text.
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## PART B: Educational Standards

### 1. What is the intended target audience of the activity?

Click here to enter text.

### 2. What needs assessment strategies were used to identify the learning needs (perceived and/or unperceived) of the target audience?

*Examples include surveys of potential participants, literature reviews, health-care data, and assessment of the knowledge, competence or performance of potential participants.*

Engaging with health care providers between November 2015 and July 2016 through workshops, focus groups, journey mapping activities, and online surveys, to uncover and illuminate what areas showed gaps in knowledge and support. Through the stories shared, four key areas (*communication, assessment, recognition and education*) were found to be the key needs to be addressed. Informed directly by the needs & experiences of Ontario's caregivers & providers, the aim was to then develop supports, programs, & resources that address these four thematic needs through working with four key partnerships in Ontario: St. Elsewhere Health System, Mountain Healthcare Alliance, St. Josephine Health Care and the Community Hospital. Each partnership represents one of the key themes of the project.

#### **Identification of Learning Needs:**

During the discovery phase of each of the projects, the project team conducted focus groups and interviews with local family caregivers and interdisciplinary providers and discovered there was a need for training specific to educating providers on how to support and work with family caregivers to improve the caregiver experience. Collectively, the projects in the discovery phase engaged with:

As an initial step, an environment scan of organizations focused on caregivers across Canada and resources to support the partnership between health care providers and family caregivers. From this scan, it became apparent that resources to support providers in working with caregivers were lacking.

The teams came together to develop a set of educational materials for providers. Each project team was assigned the task of providing a list of possible topics reflective of the learning needs, based upon what the team learned through their community engagements. Considering the project teams are each in very different communities the learning needs reflected a diverse range of family caregiver and health care provider (i.e. rural, urban, francophone) perspectives. The lists of learning needs was thematically organized and through this task, it became apparent that there was much overlap of learning needs across the projects. The Planning Committee reviewed and finalized the consolidated list of learning needs and sub-learning needs. *From this information the project was created.*

### 3. What learning needs or gap(s) in knowledge, attitudes, skills or performance of the intended target audience did the planning committee identify for this activity?

To help support health providers on how to improve the caregiver experience and ultimately become partners in care, four key themes when consolidating the learning needs list from each team were identified:

1. Who/What is a Caregiver and their Value on the Team;
2. Understanding the Caregiver Experience;
3. Communicating with Caregivers; and
4. Empowering Caregivers

The additional learning needs were categorized as sub-learning needs and categorized under one of the four themes.

In the content development and review phase, the Planning Committee further consolidated the four key themes into three, recognizing the overlap in content. The chart below highlights the key learning need theme (module title) and the gaps in knowledge that each learning aims to address.

Key Learning Need Theme	Gaps in Knowledge Addressed
Learning Need #1	<ul style="list-style-type: none"> <li>• Types, roles challenges of caregivers</li> <li>• Impact on patient outcomes</li> </ul>
Learning Need #2	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Verbal and non-verbal</li> <li>• Active listening</li> </ul>
Learning Need #3	<ul style="list-style-type: none"> <li>• Privacy and consent</li> <li>• Building resilience</li> <li>• Promoting health</li> </ul>

4. How were the identified needs of the target audience used to develop the overall and session-specific learning objectives?

*For example:*

- *Did the scientific planning committee share the needs assessment results with the speakers who are responsible for developing the learning objectives?*
- *Did the scientific planning committee use the needs assessment results to define the learning objectives for the speakers?*

Incorporating adult learning principles, and guidance from a consultant, to help develop the learning objectives for each module.

Bloom’s Taxonomy was consulted to identify what learning level(s) would be appropriate for the modules. It was determined the content for each of the modules would target the first three levels of learning (remember, understand, and apply) in the Bloom’s Taxonomy to influence critical thinking in practice. This understanding facilitated the development of appropriate learning objectives that corresponded with the identified three learning levels. Examining the consolidated learning needs list with organized sub-learning needs (“topics”) for each module, the desired outcome of each module was defined. Three to four module-specific learning objectives were developed. The learning objectives were shared with the Planning Committee for review and are structured to provide participants with a high-level overview of what they can expect to learn through the module synonymous with adult learning principles.

5. Describe the key knowledge areas or themes assessed by this self-assessment program

- Engagement and inclusion
- The impact on patient outcomes
- Communication
- Privacy and consent

6. State the sources of information selected by the planning committee to develop the content of this activity (e.g., scientific literature, clinical practice guidelines)

This is the reference list. Please ensure it is formatted correctly in APA style.

7. What learning methods were selected to ensure the CPD activity would meet the stated learning objectives? Describe the rationale for the selected format (e.g., multiple-choice questions, short answer questions) to enable participants to review their current knowledge or skills in relation to current scientific evidence.

To develop the modules, adult learning principles, Bloom's Taxonomy, and e-learning best practices were utilized to ensure the activities and content presented in each module supported the learning objectives.

Following adult learning principles that stipulates that content should be relevant and practical, the content reflected in the modules is tangible, includes examples and can be applied to day-to-day practice by health care providers. The modules encourage interactivity and allow participants to move through the sections in the module freely for self-directed learning. As per adult learning principles, learners need to be active to grasp concepts and need an environment that supports open learning (i.e. participants can move freely within sections in the modules). Considering the vast differences in learning styles, the modules balance text with infographics and images for visual learners, include a voice-over option for auditory learners, and include activities for kinesthetic learners. The modules are also accessibility compliant.

To evaluate if participants were able to grasp a foundational understanding of the evidence-based modules, at the end of each module a true/false multiple-choice assessment was included. Research demonstrates that multiple-choice tests can be written to assess various levels of learning (i.e. recall to evaluation). Considering the ease of responding to multiple-choice assessments and the use of mini-quizzes to facilitate understanding in e-learning best practices, this assessment format was selected to evaluate whether participants had met the learning objectives.

8. Describe the process that allows participants to demonstrate or apply knowledge, skills, clinical judgment or attitudes and shows how feedback will be provided to the participants.

At the end of this application, you have the option to upload a copy of the answer sheet for this assessment tool.

*Attach a copy of the answer sheet for the assessment tool that allows participants to demonstrate knowledge, skills, clinical judgment or attitudes and shows how feedback will be provided to the participants.*

Each module includes a short four question true/false quiz that assesses the learner's understanding of the concepts presented in the module. Each question covers a key concept presented in the module. See Attachment 9 for examples of questions and responses. Participants must score at least 75% on the quiz to pass the module. Once participants have successfully passed all three modules, they can obtain a certificate of completion.

9. Does the program provide participants with references justifying the appropriate answer?

Yes  No

10. How will feedback be provided to participants on their performance to enable the identification of any areas requiring improvement through the development of a future learning plan?

A short four question multiple choice (true/false) quiz is included at the end of each module that participants must score 75% or higher to pass the module. When responding to the quiz, participants receive a message in a pop-up format to inform them of how they responded (i.e. correctly, incorrectly) (see Appendix B).

As there are only two possible response options (true or false), if an answer is responded to incorrectly, the participant will know what the correct response is by way of elimination. Rooted in open learning participants can navigate to the content pertaining to the question if they choose to by selecting the topic

from the Table of Contents that is visible throughout the module. Additionally, participants may re-take the quiz.

11. Describe how the references are provided to participants.

The module presents participants with a standard reference list at the end of the module. As the module is rooted in open learning, participants can navigate to this list anytime. Additionally, throughout the course, participants can click on the “Resources” tab in the upper right-hand corner to further dive into specific topics presented in the module. The Resources tab features links to reports and resources from organizations such as the Institute for Healthcare Improvement and the Vanier Institute of the Family that were used to curate content for the module.

12. How will the overall learning activity and each individual module (if applicable) be evaluated by participants?

To collect feedback and evaluate the three in-depth modules, a 12-question survey was created using SurveyMonkey. The modules were revised based upon this feedback and the final versions of the modules were launched in May 2019.

## PART C: Ethical Standards

1. Does the CPD activity have one or more sponsors?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. If yes, have the terms, conditions and purposes by which sponsorship is provided been documented in a written agreement that is signed by the CPD provider organization and the sponsor? ( <i>Attach a sample</i> )			
3. If sponsorship has been received, please check all sources that apply			
<input type="checkbox"/> Government Agency			
<input type="checkbox"/> Healthcare Facility			
<input type="checkbox"/> Not-for-profit organization			
<input type="checkbox"/> Medical device company			
<input type="checkbox"/> Pharmaceutical company			
<input type="checkbox"/> Education or communications company			
<input type="checkbox"/> Other <i>Please specify</i>	Click here to enter text.		
4. If yes, please list the name of the sponsor(s) below and indicate whether the sponsor(s) provided financial or in-kind support ( <i>should you require more space, attach a new page</i> ). <i>This will be added as an attachment to the online application so complete this on a separate form.</i>			
Sponsor name	Type of support		
Click here to enter text.	<input type="checkbox"/> Financial support amount received or anticipated to receive:	<input type="checkbox"/> In-kind support amount received or anticipated to receive:	<input type="checkbox"/> <i>For-profit sponsor or</i>
	Click here to enter text.	Click here to enter text.	

			<input type="checkbox"/> <i>Non-profit sponsor</i>
Click here to enter text.	<input type="checkbox"/> Financial support amount received or anticipated to receive: Click here to enter text.	<input type="checkbox"/> In-kind support amount received or anticipated to receive: Click here to enter text.	<input type="checkbox"/> <i>For-profit sponsor</i> or <input type="checkbox"/> <i>Non-profit sponsor</i>
Click here to enter text.	<input type="checkbox"/> Financial support amount received or anticipated to receive: Click here to enter text.	<input type="checkbox"/> In-kind support amount received or anticipated to receive: Click here to enter text.	<input type="checkbox"/> <i>For-profit sponsor</i> or <input type="checkbox"/> <i>Non-profit sponsor</i>
Click here to enter text.	<input type="checkbox"/> Financial support amount received or anticipated to receive: Click here to enter text.	<input type="checkbox"/> In-kind support amount received or anticipated to receive: Click here to enter text.	<input type="checkbox"/> <i>For-profit sponsor</i> or <input type="checkbox"/> <i>Non-profit sponsor</i>
<p>5. Describe the process by which the SPC maintained control over the CPD program elements including:</p> <ul style="list-style-type: none"> <li>• Identification of educational needs of intended target audience</li> <li>• Development of learning objectives</li> <li>• Selection of educational methods</li> <li>• Selection of speakers, moderators, facilitators and authors</li> <li>• Development and delivery of content</li> <li>• Evaluation of outcomes</li> </ul>			
<p>To ensure the Planning Committee maintained control over the process of developing the elearning series, all major decisions were vetted with the Committee. The Planning Committee members were responsible for identifying the educational needs of providers and prior to beginning content curation, reviewed and finalized the consolidated learning needs. Throughout each major step of content development, the Planning Committee members were convened to make decisions before moving onto the next step.</p>			
<p>6. Describe the process used to develop content for this activity that is scientifically valid, objective and balanced across relevant therapeutic options.</p> <ul style="list-style-type: none"> <li>• Environmental Scan</li> <li>• Learning needs assessment</li> <li>• Creation of planning committee</li> <li>• Expert consultations, guiding principles</li> <li>• Adult learning principles, Blooms Taxonomy</li> <li>• Pilot launch with feedback</li> </ul>			
<p>7. How were those responsible for developing or delivering the content informed that any description of therapeutic options must use generic names (or both generic and trade names) and not reflect exclusivity and branding?</p>			
Click here to enter text.			
<p>8. If the scientific planning committee identifies that the content of the CPD activity does not comply with the ethical standards, what process would be followed? How would the issue be managed?</p>			
<p>If the Planning committee identifies that the content found in the modules does not comply with ethical standards there would be a review process by the Committee Chair who may secure the</p>			



subject matter expertise (i.e. a lawyer) required to understand, clarify and correct the issue. Upon the advice of the expertise, modifications to the content would be made and a new version of the module(s) would be published on the website and also be sent to all organizations who have implemented the series in their LMS. If no action is necessary, a letter indicating the outcome and background of the review would be sent to the Planning Committee members and to the individual/organization who raised the concern.

9. How is information about the conflicts of interest of the speakers', authors', moderators', facilitators' and or/authors collected and disclosed to:

- The nursing organization?
- Those attending the CPD activity?

In the Terms of Reference, Planning Committee members, who are also members of the nursing organizations, agree to disclose potential conflict of interests to the Chair in advance of or at the beginning of meetings. If a real or potential conflict of interest is reported, the Chair will send the Planning Committee member the conflict of interest form to complete. If there is a conflict of interest, the Chair will disclose to the other Planning Committee members that the individual will not be participating due to a conflict of interest at the beginning of the meeting. As per the Terms of Reference, members agree to remove themselves from deliberations if they are in a conflict of interest.

10. How are the speakers', authors', moderators', facilitators' and or/authors' conflicts of interest information collected and disclosed to:

- The planning committee?
- Those attending the CPD activity?

Same as above. The Planning Committee members are the authors of the modules. In the Terms of Reference, Planning Committee members, who are also members of the nursing organizations, agree to disclose potential conflict of interests to the Chair in advance of or at the beginning of meetings. If a real or potential conflict of interest is reported, the Chair will send the Planning Committee member the conflict of interest form to complete. If there is a conflict of interest, the Chair will disclose to the other members that the individual will not be participating due to a conflict of interest at the beginning of the meeting. As per the Terms of Reference, members agree to remove themselves from deliberations if they are in a conflict of interest.

11. If a conflict of interest is identified, what are the scientific planning committee's methods to manage potential of real conflicts of interests

[Click here to enter text.](#)

12. How are payments of travel, lodging, out-of-pocket expenses and honoraria made to members of the planning committee, speakers, moderators, facilitators and/or authors?

If the responsibility for these payments is delegated to a third party, please describe how the CPD organization or planning committee retains overall accountability for these payments.

As The Foundation funded the project (a funding agreement is in place) and all Planning Committee Members were part of the projects, any expenses incurred by members were reimbursed by the individual project teams. For the Adult Learning Consultant and eLearning development vendor, an RFP process was vetted and a contract with terms was signed with each.

13. How has the nursing organization ensured that their interactions with sponsors have met professional and legal standards, including the protection of privacy, confidentiality, copyright and contractual law regulations?

[Click here to enter text.](#)

14. How has the nursing organization ensured that product specific advertising, promotional materials or other branding strategies have not been included on, appear within, or be adjacent to any educational materials, activity agendas, programs or calendars of events, and/or any webpages or electronic media containing educational material?

[Click here to enter text.](#)

15. What arrangements were used to separate commercial exhibits or advertisements in a location that is clearly and completely separated from the accredited CPD activity?

[Click here to enter text.](#)

16. If incentives were provided to participants associated with an accredited CPD activity, how were these incentives reviewed and approved by the nursing organization?

[Click here to enter text.](#)

17. What strategies were used by the planning committee or the nursing organization to prevent the scheduling of unaccredited CPD activities at the time and locations where accredited activities were scheduled?

[Click here to enter text.](#)

**PART D: Declaration**

As the chair of the planning committee (or equivalent), I accept responsibility for the accuracy of the information provided in response to the questions listed on this application.

**I Agree** By clicking “I agree” you are agreeing to the declaration stated above

**Name:** Click here to enter text.

**Date:**  
(dd/mm/yyyy) Click here to enter a date.

**Attach the following documentation to the application form:**

Attachment 1	The preliminary program/brochure/screen shot of webpage
Attachment 2	The final program
Attachment 3	Any other materials to promote or advertise the activity (for example, invitations, email announcements) (if applicable)
Attachment 4	Sample form or process for the collection, management, and disclosure of conflicts of interests
Attachment 5	The (summarized) needs assessment results
Attachment 6	The template evaluation form(s) developed for this activity
Attachment 7	The budget for this activity that details the receipt and expenditure of all sources of revenue for this activity, including an indication of whether funds were received in an educational grant or in-kind support (may be in-kind)
Attachment 8	The template certificate of attendance that will be provided to participants
Attachment 9	The sponsorship developed to solicit sponsorship for the activity (if applicable)
Attachment 10	If sponsorship has been received for this activity, attach the written agreement that is signed by the CPD provider organization and the sponsor