

Activity Type Coding for NARS Data Upload

ACRONYM	NARS TERM	ANCC HELP TOOL
Activity Type Codes:	Code Key:	
C	Course	<p>A course is a live educational activity where the learner participates in person. A course is planned as an individual event. Examples: annual meeting, conference, seminar.</p> <p>For events with multiple sessions, such as annual meetings, accredited (approved) providers report one activity and calculate the hours of instruction by totaling the hours of all educational sessions offered for CNE credit. To calculate the numbers of learners, accredited (approved) providers report the number of learners registered for the overall event. Accredited (approved) providers are not required to calculate participant totals from the individual sessions.</p> <p>If a course is held multiple times for multiple audiences, then each instance is reported as a separate activity.</p>
RSS	Regularly Scheduled Series	<p>A regularly scheduled series (RSS) as a course that is planned as a series with multiple, ongoing sessions, e.g., offered weekly, monthly, or quarterly; and is primarily planned by and presented to the accredited (approved) provider's professional staff. <i>Examples include grand rounds, tumor boards, and morbidity and mortality conferences.</i></p> <p>Accredited (approved) providers report each RSS as 1 activity. In addition, accredited (approved) providers follow the following guidelines:</p> <p>The cumulative number of hours for all sessions within a series equals the number of hours for that activity and each nurse is counted as a learner for each session he/she attends in the series.</p> <p>For example: Nursing Grand Rounds is planned for the entire year as 1 series. Participants meet weekly during the year for 1 hour each week. The accredited (approved) provider reports the series as 1 activity with 52 hours of instruction. If 20 nurses participated in each session, total nurse participants would be 1,040 (20 nurses per session multiplied by 52 sessions) for that single activity.</p>
IL	Internet Live Course	<p>An Internet live activity is an online course available via the Internet at a certain time on a certain date and is only available in real-time, just as if it were a course held in an auditorium. Once the event has taken place, learners may no longer participate in that activity unless it is again presented on a specific date and time and is only available in real-time. If an Internet live activity is presented on multiple occasions, each event is counted as one activity. Example: webcast.</p>
EM	Enduring Material (Homestudy)	<p>An enduring material is an activity that is printed or recorded and does not have a specific time or location designated for participation. Rather, the participant determines where and when to complete the activity.</p> <p>Sometimes, accredited (approved) providers will create an enduring material from a live CNE activity. When this occurs, ANCC considers the provider to have created two separate activities – one live activity and one enduring material activity. Both activities must comply with all ANCC requirements.</p> <p>Enduring materials can be available for less than a year, a year, or multiple years. Each enduring material is counted as 1 activity for each year it is available, whether it is active for the entire year or part of the year. The accredited (approved) provider reports the number of learners who participated during the year. Accredited (approved) providers do not report cumulative data for an enduring material activity spanning multiple years. When reporting the number of participants for an enduring material activity, the accredited (approved) provider should count all learners who completed all or a portion of the activity and whose participation can be verified in some manner. ANCC would not consider individuals that only received the enduring material activity but did not actually complete all or a portion of it to be participants.</p>

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IEM	Internet Activity Enduring Material	<p>An Internet enduring material activity is an "on demand activity," meaning that there is no specific time designated for participation. Rather, the participant determines when to complete the activity. Examples: online interactive educational module, recorded presentation, podcast.</p> <p>Internet enduring materials can be available for less than a year, a year, or multiple years. Each Internet enduring material is counted as one activity for each year it is available, whether it is active for the entire year or part of the year. The accredited (approved) provider reports the number of learners who participated during the year. Accredited (approved) providers do not report cumulative data for an Internet enduring material activity spanning multiple years. When reporting the number of participants for an internet enduring material activity, the accredited (approved) provider should count all learners who completed all or a portion of the activity and whose participation can be verified in some manner. ANCC would not consider individuals that only downloaded or accessed the activity but did not actually complete all or a portion of it to be participants.</p>

****It will be very unlikely that you use the activity types below, but if you have any questions about them, please contact MNA**

JN	Journal-based CNE	<p>A journal-based CNE activity includes the reading of an article (or adapted formats for special needs), an accredited (approved) provider learner engagement strategy (that may include reflection, discussion, or debate about the material contained in the article(s), and/or a requirement for the completion by the learner of a pre-determined set of questions or tasks relating to the content of the material as part of the learning process.</p> <p>The ANCC does not consider a journal-based CNE activity to have been completed until the learner documents participation in that activity to the provider.</p> <p>Each article is counted as 1 activity. To calculate hours of instruction, the accredited (approved) provider specifies the amount of time required to complete the activity. The number of participants reported by the accredited (approved) provider equals the total number of individuals who completed the activity. Each participant is counted once, regardless of how many times they worked on the activity.</p> <p>For example, an accredited (approved) provider produces a journal that contains an article that is designated as a journal-based CNE activity. Twenty nurses read the article, reflect on the content, and complete questions related to the content of the article. The nurses spend 1 hour on this activity. The provider would report this as 1 journal-based CNE activity with 20 nurse participants and 1 hour of instruction.</p>
MR	Manuscript Review	Manuscript review is based on a learner's participation in the prepublication review process of a manuscript.
TIW	Test Item Writing	Test item writing is an activity based on a learner's participation in the pre-publication development and review of any type of test-item (e.g., multiple choice questions, standardized patient cases).
CML	Committee Learning	Committee learning is an activity that involves a learner's participation in a committee process where the subject of which, if taught/learned in another format would be considered within the definition of continuing education.
PI	Performance Improvement	Performance improvement activities are based on a learner's participation in a project established and/or guided by a provider in which a learner identifies an educational need through a measure of his/her performance in practice, engages in educational experiences to meet the need, integrates learning into patient care and then reevaluates his/her performance.
ISL	Internet Searching and Learning	Internet searching and learning activities are based on a learner identifying a problem in practice and then accessing content in search of an answer from sources on the Internet that are facilitated by a provider.

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LFT	Learning from Teaching	Learning from teaching is a descriptive label for a type of activity. (The identification of activity types allows the reporting of data and information on the range of educational formats offered nationally. This helps dispel the myth that accredited CE is mostly lecture, or didactic, in format.)
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We want to assist accredited providers who are seeking to further support, facilitate, and recognize the personal professional development associated with the preparation and presentation of education. "Learning from Teaching" activities are essentially personal learning projects designed and implemented by the learner with facilitation from the accredited provider. Guidance has been provided for providers on how "Learning from Teaching" activities can be incorporated into the accredited (approved) provider's program.

As is the case for all activities, an accredited (approved) provider's "Learning from Teaching" activities are expected to be developed in compliance with all applicable requirements. "Learning from Teaching" represents a range of activities in which an accredited (approved) provider can facilitate practice-based learning and improvement – where the 'practice' could be the person's professional "teaching practice" or "clinical practice" or "research practice".

Examples of learning from teaching activities:

1. A faculty member is asked to give an interactive skills-based workshop on "Sinusitis" designed to address medical students' inability to evaluate patients appropriately for this condition. The faculty member identifies, through self-assessment, that he/she does not know the anatomy of the sinuses, does not know the pathophysiology of these processes, and does not have a personal strategy in place for taking a history regarding sinusitis or for examining the patient. Therefore, he/she conducts his/her own personal learning project to address these needs—and can then describe what new strategies he/she develops as a result. Also during this process, he/she learns several new skills associated with including x-ray images and 3D-imaging videos in his/her educational presentations using software tools.
2. To prepare for teaching a skills workshop at a surgical specialty society meeting, physician faculty find that they need to learn how to operate a new laparoscopic device that will be used during the workshop. The specialty society, as an accredited provider, facilitates their training on the new device as a "Learning from Teaching" activity for the faculty prior to their teaching engagement.
3. An accredited provider makes available a "Learning from Teaching" activity for community learner who have recently been recruited as new faculty for undergraduate and graduate school instruction in the form of "individualized learning projects" where new faculty assess what knowledge and skills they need to teach more effectively, and then makes available training and feedback to improve their teaching skills. It includes one-to-one mentorship and training with educational experts that is scheduled by the learners.
4. In the process of revising a series of educational seminars provided each year for the orientation of new staff members, an administrator in the risk-management department finds that he/she has to learn and incorporate new medical coding knowledge and strategies that have been published since the last orientation he/she taught. As an accredited (approved) provider, his/her institution makes it possible for his/her to receive credit for his/her "Learning from Teaching" that involves modifications to his/her own coding practices while preparing for the seminars.