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TO: All Accredited Organizations

FROM: Kathy Chappell, MSN, RN
Director, Accreditation Program

RE: May Update

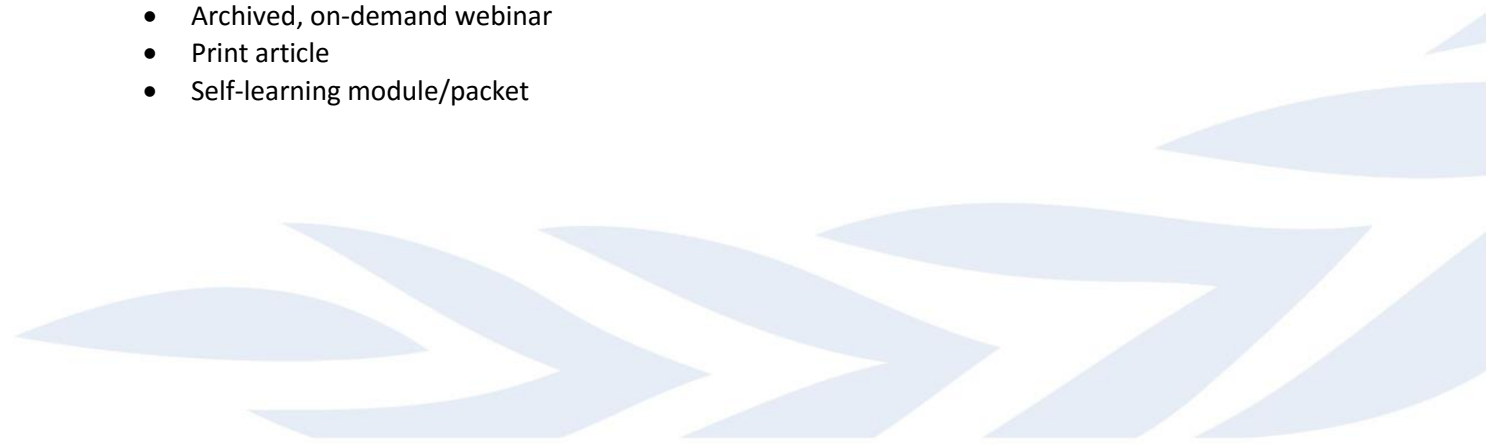
Transitioning a Live Educational Activity into an Enduring Educational Activity: What do I need to know?

Providers often ask about documentation requirements when a live educational activity is turned into an enduring educational activity such as an archived, on-demand webinar or lecture. While many of the elements of documentation for the live activity can be used for the enduring activity, there are some requirements that are different. Therefore, the activity file documentation records must appropriately reflect each activity as separate and distinct.

A live educational activity is classified by ANCC as a provider-directed, provider-paced activity (see pages 20 and 109 of the *2013 Primary Accreditation Application Manual for Providers and Approvers*). A provider-directed, provider-paced activity means that the provider controls all aspects of the educational activity including content and the method by which it is presented, and the provider controls when, where and how the activity is presented. Examples might include:

- Live, in-person lecture
- Live video-cast webinar

An enduring educational activity is classified by ANCC as a provider-directed, learner-paced activity (see pages 20 and 109 of the *2013 Primary Accreditation Application Manual for Providers and Approvers*). A provider-directed, learner-paced activity means that the provider controls parts of the educational activity including the content and method by which it is presented, but the learner determines the pace and/or when, where or how the educational activity may be accessed. Examples might include:

- Archived, on-demand webinar
 - Print article
 - Self-learning module/packet
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There are documentation requirements that will always be different between a live educational activity and an enduring educational activity. An enduring educational activity, for example, will have an expiration date while a live educational activity does not. Some of the documentation requirements may be the same, however. The method of disclosing presence or absence of conflicts of interest, for example, may be the first slide of a power point presentation. Whether the activity was presented live or archived and available to learners at a later time, the disclosure method remains the same. Some documentation requirements may change depending on why the live educational activity was re-purposed to be an enduring educational activity. The provider might use evaluation feedback from a live activity as part of the needs assessment data for an enduring educational activity, to access more participants for example. Or, content from a live activity might be edited down to a shorter, enduring educational activity, thereby changing the number of contact hours awarded.

In summary, re-purposing a live educational activity into an enduring educational activity can be an efficient and cost-effective method to reach large numbers of learners. While both may have many similar elements, they need to be documented as separate educational activities and documentation should appropriately reflect the unique elements of each.

