

**STANDARDS FOR CBUNA
ACCREDITATION AND HEALTH CARE
INDUSTRY/ORGANIZATIONS**

CBUNA

**Certification Board for
Urologic Nurses
& Associates**



Certification Board for Urologic Nurses and Associates

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INTRODUCTION

The Certification Board for Urologic Nurses and Associates (CBUNA) improves the quality of care provided to urology patients by promoting and acknowledging the highest standards of urologic nursing practice through the certification process.

CBUNA has expanded its mission to include the promotion of excellence in the clinical education/training programs offered by the health care industry and organizations. In response to an identified need from health care industry and organizations to achieve recognition of their industry associates/technicians as having completed an educationally sound program accredited by an external, non-biased organization, CBUNA designed and created an accreditation process. The process is divided into three phases.

In the initial phase, CBUNA reviews the educational program that has been designed and implemented by the corporation seeking accreditation. The Board specifically seeks to ensure that the program is educationally sound, reflects current standards for safe clinical practice, and offers a balanced presentation of *all* diagnostic or treatment modalities for specific clinical conditions or disorders. Based on results of the review, the corporation's educators are provided an opportunity to revise any content that does not meet these criteria. Following revision, the educational program is reviewed by the Board for final approval.

The second phase of the process is a review of the testing materials used by the corporation. Testing materials need to encompass the range of content presented in the program. Ideally, the testing material is comprised of multiple-choice questions. There is no minimum number of questions required, but there should be enough to adequately test the material presented. There also needs to be a sufficient number of questions that the corporation can vary for different classes, ensuring that successful completion of the test reflects mastery of the content covered in its educational program. The Board will consult closely with the

corporation seeking accreditation to establish a fair and standardized testing procedure and to provide advice regarding standards for testing, and for test security as needed.

The final phase of the accreditation process is a site visit by a member of CBUNA. This visit ensures compliance with the educational and testing process and serves as an opportunity for the educational department of the corporation to review questions related to the process of accreditation.

ACCREDITATION OVERVIEW

Accreditation is a process whereby a nongovernmental agency grants recognition to health care industry/organizations demonstrating their ability to meet predetermined criteria and standards of accreditation, such as those set by the Certification Board for Urologic Nurses and Associates.

The Certification Board for Urologic Nurses and Associate is an independent, not-for-profit organization in the United States that reviews voluntary accreditation programs for health care industry and organizations. The board develops standards that address safe clinical practice and presents a balanced presentation of all diagnostic or treatment modalities for a specific clinical condition or disorder.

WHO IS THE CERTIFICATION BOARD FOR UROLOGIC NURSES AND ASSOCIATES

The Certification Board for Urologic Nurses and Associates (CBUNA) is a non-profit organization designed to encourage the study of urology and to promote competence in the delivery of urologic care by urologic nurses and associated allied health care professionals. The CBUNA is responsible for establishing qualifications

of urologic nurses and associates and to examine candidates for specialized competence in the delivery of urologic care.

PURPOSE OF CBUNA ACCREDITATION

In 1997, the CBUNA expanded their mission to include an accreditation process designed specifically for those educational programs provided to clinical associates of health care industry and organizations. Achieving accreditation is challenging, but completion of this process provides public confirmation that the educational programs offered to clinical associates have been thoroughly reviewed and determined educationally sound by the certifying body for urologic allied health care professionals.

THE VALUE OF CBUNA ACCREDITATION

Accreditation offers significant benefits for the health care industry and organizations. Accreditation provides a public record that a training program offered to the clinical associates is *accurate, current* and *balanced*. The review process demanded by accreditation ensures that technicians and representatives are provided the relevant, current clinical knowledge demanded. Unlike educational programs evaluated by strictly internal quality assurance standards, the accredited program has been reviewed by a recognized and objective external urologic specific body and the outcomes of learning are measured and documented through a testing process designed by urologic test construction experts.

GOALS FOR ACCREDITING CLINICAL EDUCATION/TRAINING PROGRAMS

Understanding that each entity, organization, or educational program seeking accreditation has a different structure and purpose, the goals set forth provide a broad statement of what the associates, technicians and other staff should have as a basic entry level of knowledge.

Program Goals: Each applying entity, organization or educational program will submit a written statement outlining their individual goals which reflect their assessed learning needs that are consistent with the learning needs and expectations of their “community of interest” which includes the associates, the sponsor organization, and the public that they serve.

These program specific goal statements provide the basis for program planning, the implementation and evaluation of the program and must be compatible with the mission of the sponsoring organization, the expectation of the “community of interest” as well as the nationally accepted standards of health care and safety.

Goal Assessment and Outcomes: The accreditation agency will meet with members of the applying program to assist with the formulating and revising of these goals as the needs and expectations of the “communities of interest” change.

STANDARD 1

Qualified Instructors

The health care industry/organization seeking accreditation shall employ, educate and provide qualified faculty and instructors to teach the education program.

Criteria:

- 1) Identify the Program Director
 - a) Has responsibility for all aspects of the program, including the organization, administration, continuous review, planning, development and general effectiveness of the program.
 - b) Will maintain all records necessary for demonstrating accreditation standards.
 - c) Has the authority within to ensure compliance with the CBUNA Accreditation Program.
 - d) Has responsibility for ensuring that the facility adheres to the CBUNA Accreditation Program.
 - e) Has determined the other faculty/instructors have the experience and qualifications needed to teach this program.

- 2) Identify Additional faculty and/or instructional staff
 - a) Has responsibilities in the classroom, laboratories and every other location used by learners for didactic, clinical instruction, supervised practice. There must be a qualified individual designated to provide instruction, supervision, and timely assessments of the learner's progress in achieving the program requirements in each of these learning environments.
 - b) Has the responsibility for orientation of learners in the education program.

- c) Has submitted documents listing their qualifications, including the highest level of education achieved and experience relating to the needs of this program.

STANDARD 2

Facility Requirements

The health care industry/organization seeking accreditation shall provide an environment that is conducive to the learning program.

Criteria:

- 1) Adequacy of the lab facilities/environment
 - a) Adequate equipment and supplies for the number of learners.
 - b) Current and properly maintained equipment.
 - c) Identified instructional reference materials.

- 2) Classroom facilities/environment conducive to learning
 - a) Lighting, temperature and noise level are conducive to learning.
 - b) Adequate space for size of class.
 - c) Faculty to student ration is appropriate.

- 3) Identified clinical facilities.
 - a) Simulated (if appropriate).
 - b) Actual (if appropriate).

STANDARD 3

Instructional Design and Content

The programs' missions and goals must be clearly stated. The educational program must be an appropriate sequence of didactic, laboratory, and practicum activities as indicated to meet the program goals. There must be a clearly written outline of educational content and expectations.

Criteria:

1. Required hours of clinical training/experience for learners to complete the course are listed.
2. Required clinical components for learners to successfully complete the course requirements are identified.
3. Program is current, accurate, and logically structured to achieve expected learner outcomes.
4. Program is developed, implemented, and revised to reflect clear statements of expected learner outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its learners.
5. Curriculum must ensure that the achievement of program goals and learning needs will be met.
6. Curriculum is developed, implemented, and revised to reflect relevant standards and guidelines, which are clearly evident within the curriculum and within the expected learner outcomes.

7. Instruction must be an appropriate sequence of didactic, laboratory, and practicum activities as indicated to meet the program goals. There must be a clearly written syllabus that includes the course description, course objectives, topic outline, methods of evaluation and clinical competencies if warranted.
8. Appropriate, relevant current tests/materials are used.
9. Learners have access to current course materials.
10. Test used to assess the learner's progress must be protected and secure.
11. Assessment of the appropriateness and effectiveness of the resources must be conducted at least every 3 years. This assessment should be the basis for ongoing planning and appropriate implementation of changes.
12. An action plan must be developed when deficiencies are identified in the program. Implementation of the action plan must be documented.

STANDARD 4

Learning Outcomes and Process Used to Evaluate the Program

Each participant in this learning program will have access to the evaluation process and criteria for successful completion of the program.

Criteria:

1. The learner is informed of the expectations of the course.
 - a. The course objectives are written in measurable outcomes.
 - b. The level of expected clinical competency at the end of the educational program is identified.
 - c. The evaluation process is identified.
 - d. A plan for remedial training is identified.

2. The learner is provided an opportunity to evaluate the program
 - a. The frequency of the learner's evaluation process is identified.
 - b. The learner's comments should be used to improve the program.

3. At the completion of the educational program, the ability of the learner to successfully complete the course objectives will be evaluated using one, all or some of the forms listed below.
 - a. Demonstration- return demonstration.
 - b. Written testing
 - i) Passing grade/score has been identified.
 - ii) Frequency of testing has been identified.
 - c. Observation.
 - d. Completion of all program sessions.

4. Describe how the learners' progress is adequately documented.
5. Document the learners' progress in the course.
6. Identified process for evaluating the effectiveness of the training program.

STANDARD 5

Organizational Autonomy

The accreditation organization is a separate entity from the applying health care industry and organizations. This is integral to ensure the integrity of the accreditation process thus maintaining clear and separate lines of accountability as well as to prevent any undue influence on the part of the vested interests.

Criteria:

1. All decisions relating to accreditation are the sole responsibility of the accreditation body and are not subject to approval by any other entity.
2. If indicated, documents will be provided that identify the mechanisms used to disclose and prevent potential conflicts of interest.

BOARD REVIEW AND DECISION

After careful evaluation of the program, suggestions for improvement will be provided to the industry/organization seeking accreditation.

There will be no provisional or conditional accreditation given. Accreditation will be granted upon the applicant's completion of the requirements subject to Board approval.

REACCREDITATION

The duration of accreditation is for a period of three years. At that time, the health care industry/organization is offered the opportunity to apply for reaccreditation.

This reaccreditation process allows for the review and update of the educational materials and testing procedures to reflect current standards. A member of the CBUNA Accreditation team will be assigned to each health care industry/organization that seeks reaccreditation. The accreditation team member will make an onsite visit to facilitate the reaccreditation. This visit will be conducted prior to the expiration of the accreditation.

CBUNA ACCREDITATION LOGO

The official CBUNA accreditation logo will be used to facilitate awareness of the purpose and mission of CBUNA. Guidelines are provided to document correct interpretation of the official logo, and to provide a mechanism to assure its consistent use.

- A. The official CBUNA accreditation logo is to be utilized by health care industry/organizations that are successful in satisfying all accreditation requirements, including reaccreditation.
- B. Written request to use this logo along with a copy of the intended use must be sent to CBUNA for approval in advance.
- C. Use of the logo is not permitted under any condition unless written consent from CBUNA has been granted.
- D. The accreditation logo may not be used to promote an individual as being accredited by CBUNA.
- E. The CBUNA Board reserves the right to withdraw permission and use of the logo at any time.
- F. The Executive Director will address in writing, with the advice of legal counsel if warranted, any misuse of the CBUNA accreditation logo.

