



Montana Nurses Association Approved Provider Newsletter April, 2021



Differentiating Between EDP 1 and EDP 2

The intent of educational design process (EDP) is to clearly show the process you use to conduct each step of the activity planning for any given learning activity and a specific example of how you addressed the criteria for one of your planned activities.

EDP 1: The process used to identify a problem in practice or an opportunity for improvement (professional practice gap).

This criterion addresses WHAT. What is the issue that needs attention and has created the request for the educational activity? What are people not doing that they could/should be doing or perhaps doing something that should not be done? What sources of data might alert you to the existence of the professional practice gap?

Identification of a professional practice gap is a critical first step in developing an effective educational activity. Your response to EDP 1 will address the process used to determine the professional practice gap. One strategy is to ask – where is the learner now and where should the learner be related to knowledge, skill, and/or application in the practice setting. You might consider including types of questions the nurse planner asks, types data analyses that are completed, or an explanation of the critical thinking process used by the nurse planner to evaluate requests for educational activities. In addition to sources of data, you will want to focus on how a gap is determined using that data. The example will show a specific instance of steps taken by the nurse planner to determine what professional practice gap exists.

EDP 2: How the nurse planner identifies the underlying educational needs (knowledge, skills, and/or practices) that contribute to the professional practice gap.

This criterion addresses WHY. Why does the professional practice gap exist between where the learner is now and where he/she should be in relation to the issue? What factors are contributing to this gap? Are there knowledge deficits? Skills deficits? Difficulty in transferring what the nurse knows and is able to do into the practice setting?

This critical step helps to assure that the educational intervention is targeted at the appropriate level to address the gap and therefore improve practice. Your response to EDP 2 will address the process used by activity nurse planners to analyze data related to why a professional practice gap exists. You might consider including examples of questions nurse planners ask, information about stakeholders who provide input into the reason for an existing problem, types of resources and references that are used to substantiate findings, or mechanisms for collecting needs assessment data at levels of knowledge, skill, or practice. The other issue is that the needs assessment may show that the issue is not educational at all – it's related to an individual compliance or competency issue. The example will show a specific instance where the nurse planner made a determination of the appropriate educational intervention based on verification of a learner deficit in knowledge, skill, or practice.

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Working with Boards of Nursing to Change Rules

Pam Dickerson, PhD, RN, NPD-BC, FAAN, Published in July 2020 ANCC Primary Accreditation Program Update

Some state boards of nursing have administrative rules related to continuing education. These may relate to requirements for providing continuing education and/or using evidence of continuing education to meet licensure renewal requirements. As the world of nursing professional development continues to evolve, administrative rules often become outdated. One of the accountabilities of a nursing professional development practitioner is to facilitate change in advocating for professional development. Working with state boards to update administrative rules is an appropriate role for a lead nurse planner, primary nurse planner, or nurse planner. How does one go about doing that?

First, it is important to understand the difference between law and rules. Laws are made by the state legislature. Laws are difficult to change, and input from legislators or other interested parties who do not clearly understand nursing practice can sometimes result in unintended consequences to law changes. The law does empower boards of nursing to create and implement administrative rules. While still a public process, rule changes are within the purview of the board, and those who provide input into proposed rule changes are generally people familiar with nursing practice and professional issues. Therefore, when we want to address specific components of administrative rules related to continuing education, our focus needs to be with the board of nursing to change rules, not with legislators to change laws.

The purpose of a board of nursing is to protect the health of the public by making sure that nurses practice safely according to the law and rules in their state. Boards of nursing are typically made up of RNs, and many include LPNs as well. There is often a “consumer” member. The board is supported by staff who are hired to implement the daily activities of administering board rules, including such things as monitoring pre-licensure education programs, issuing licenses to those who successfully pass NCLEX, renewing licenses, and enacting disciplinary procedures when nurses are alleged to have violated laws or rules related to nursing practice in that state. Staff in the board offices may or may not be registered nurses.

The first step in advocating for change in rules is to be familiar with current rules. What are the expectations for continuing education that are outlined in rule? Why do they exist? What is the evidence-based rationale for their continued use? Once you have a clear understanding of the current rules, think about the changes you would like to see enacted. Use the same critical analysis process: why should this rule be changed? What is the evidence-based rationale for the change? How will this proposed change benefit nurses and nursing, remembering that the purpose of the board is to protect the public, not to protect the nurse? Importantly for state boards, another key question is what will the proposed change cost, either in terms of financial impact or staff time/resources?

Consider the key stakeholders that will benefit from the proposed rule change. Building consensus among a group of stakeholders increases the likelihood that the board will consider your proposal from a wide base of support rather than your own personal mission. For continuing education rule change in particular, who are the other accredited or approved providers in your state that would benefit from the rule change(s) you want to propose? How would licensees who currently need to meet board rules

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positively benefit from the proposed change(s)? Talking with other stakeholders and sharing your ideas will help to build consensus and momentum.

Once you have answers to your questions and the support of stakeholders, consider the best ways to share information with the board and staff. Who is the best contact person? It might be the board president, the executive director of the board, or the person in charge of continuing education/relicensure. On the other hand, if you know one of the members of the board, it may be best to start with that person and seek guidance about who else should be involved in the early discussion. Share your ideas in writing with that person. One way to do this is to create a table with three columns – current rule, proposed rule, and rationale for change. This will help board members and staff clearly understand your recommendations. Be prepared to answer questions to amplify your request for change.

Board meetings occur in “public” because the board is a state government agency. However, those meetings might be occurring via conference call or web-based conferencing instead of in-person meetings this year. Participating as an observer in a few meetings before you submit your proposal will give you a sense of how the board functions, how meeting agendas are structured, and how members and the public attendees interact. This will also help you strategize about best ways to present your plan. It is also helpful to know a bit about board operations – how often are board rules reviewed and revised? Are you within the expected cycle of review, or would the board need to consider your request as a “special” situation separate from the traditional review and revision cycle?

Once a proposal for change is submitted to the board, there is an internal process by which the board staff review the proposals in light of existing laws, rules and administrative functions. Proposals are then submitted to the actual board of nursing for consideration. Several steps occur in moving a proposal forward, and public hearings are an integral part of that process. This is another way your stakeholders can be involved – writing letters in support of the proposed changes and/or providing testimony at board meetings or rules hearings allows their voices to be heard. Do remember that any communication with the board, whether in writing or verbally, is considered public information, so be professional and respectful in your messaging. After public testimony is concluded, the board votes to accept, reject, or modify the proposed changes.

A well-planned and thoughtful approach to recommending and supporting changes to administrative rules related to continuing education will help you be successful in updating rules to reflect current standards and best practices that will promote the profession and safeguard the public.

NARS

Will you help us out? [Click here to take our 3 question NARS survey](#) so we can gather some data to inform this section of the newsletter.

Have something you think would be a good topic for the NARS Corner? [Shoot me an email.](#)

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References and Resources

Here are some references and resources that you might find helpful in your provider unit work. Please mail us if you have something you would like to share with your colleagues.

- Daniel L., Valko J., McAtee T., N-Wilfong D. (2021). Using an Escape Room Modality to Teach Mock Code Essentials. *Journal of Continuing Education in Nursing*, 52(3), 118-122. doi: 10.3928/00220124-20210216-05
- Johnson, C. (2021). Continued leadership development for nursing professional development practitioners, *Journal for Nurses in Professional Development*, 37(1), 47-49. doi: 10.1097/NND.0000000000000685
- Mahoney, D. (2021). Diving into adult learning theory. Retrieved from <https://trainingmag.com/diving-into-adult-learning-theory/>

National Professional Development Conferences 2021

2021 ANPD Annual Convention– August 3-6, 2021 – Chicago, IL ([Save the Date – download calendar appointment](#)): Aspire to Inclusivity Live & Virtual Conference

2021 Professional Nurse Educators Group (PNEG) National Conference-September 30-October 1, 2021- ([Register](#)) Virtual Conference

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Find self-study modules for nurse planners at:



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