



## Thank You for Participating in the Provider Update Workshops!

Thanks to all of you who attended the virtual provider update workshops in April. Our evaluation data supports the value of our time together. We appreciate your continued flexibility in striving to provide quality nursing continuing professional development. For topics that we did not have time to address, we will devote time in the monthly phone calls to provide additional information and answer questions. Education will be provided later this year related to the new standards for integrity and independence along with updates to our documentation templates. Also, check out Padlet (virtual flipchart) for updates including the activity planning/review pearls, learner engagement strategies, and more!

<https://padlet.com/caroline636/tirmqe8qfjvpifij>

---

## Prioritization of Education Requests Resources

From the discussions on prioritizing education requests during the workshop, many of you requested additional information in determining prioritization of educational activities. The *Nursing Professional Development Scope and Standards of Practice* states that the NPD practitioner “prioritizes data collection activities based on the immediate or anticipated needs of the situation including alignment with organizational strategic goals” (Harper, M. & Maloney, P., 2016, p. 31). In addition, standard 1 (assessment of practice gaps) and standard 2 (identification of learning needs) provide a framework for determining educational priorities. As part of prioritization, the *Nursing Professional Development Practice Model* inputs and throughputs highlight key areas as part of the educational determination analysis process.

Gooding (2017) highlights the importance of a systematic needs assessment in *Core Curriculum for Nursing Professional Development*. The learning needs assessment provides a foundation for effectively designing educational activities. During the needs assessment, the nursing professional development practitioner identifies and prioritizes learning needs which guide education design decisions while engaging stakeholders.

To assist with prioritization of requests, please see the resources that some of you shared that may be utilized in prioritization of education requests. Please reach out with questions and comments.

### **Five F's of Priority Setting**

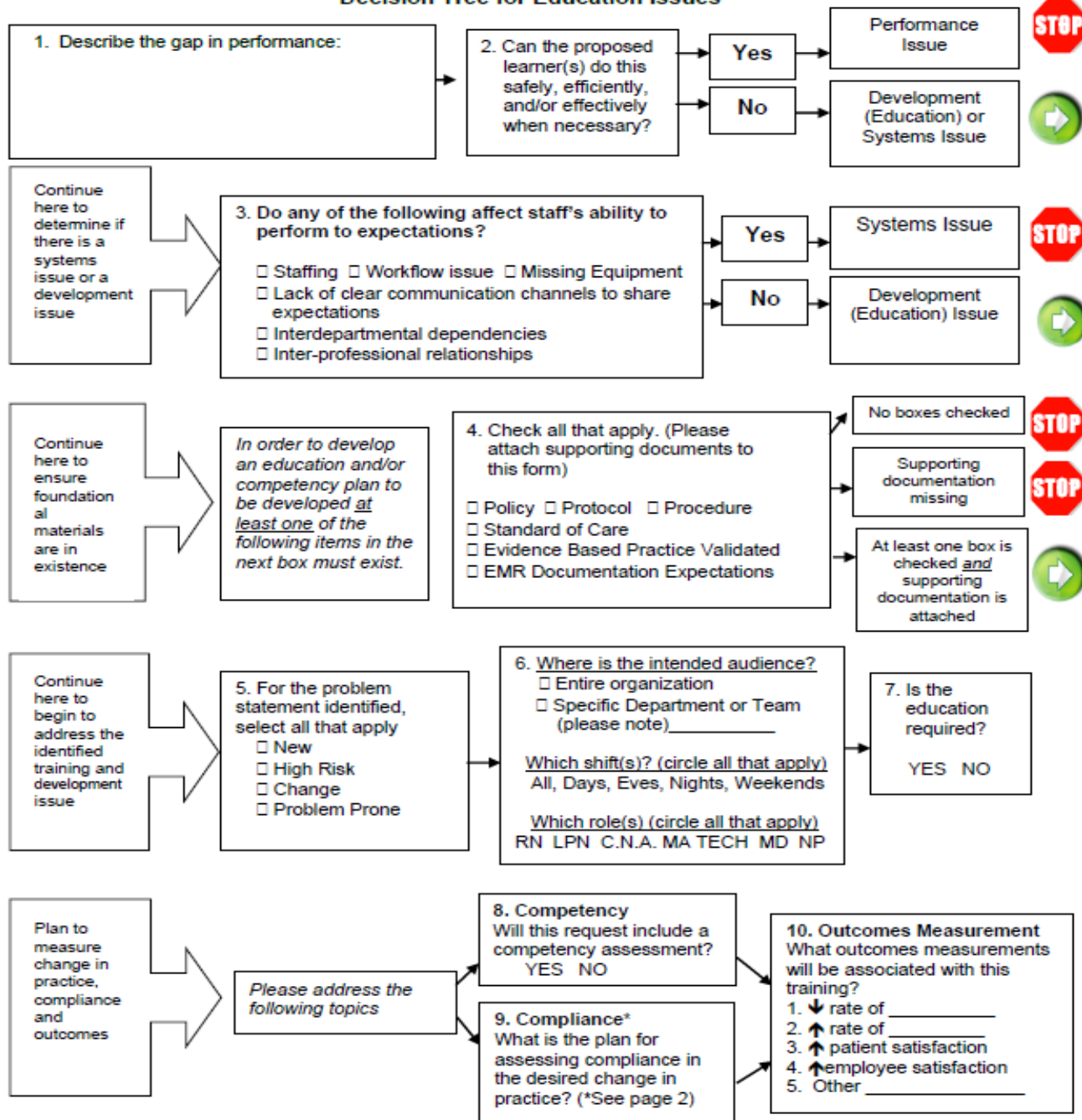
Originally developed for preceptor development, the Five F's (Alspach, J., 2000) can be applied to prioritization of education requests. Utilizing this framework, requests are prioritized based on the following items.

1. Fatal-must be addressed to prevent harm
2. Fundamental-reflects basic competency
3. Frequent-recurrent
4. Fixed-must be addressed within a specific time frame
5. Facility-mandated inclusion by facility

**Professional Development Decision Tree for Education Issues (also available in *Core curriculum for Nursing Professional Development*)** Permission received on 5/2/21 to use and share from Debbie Buchwach, MSN, RN-BC

For permission to use the tool contact: Debbie Buchwach, MSN, RN-BC, [dbbuch@comcast.net](mailto:dbbuch@comcast.net)

**Professional Development Decision Tree for Education Issues**



Copyright- Debbie Buchwach, MSN, RN-BC, 2012 (Updated 2016, 2018, 2019, 2021) Buchwach Consulting References/Resources: Branch, R. M. (2009) *Instructional Design: The ADDIE Approach*; Johns Hopkins Health System (2006) *Decision Tree for Educational Issues*; Felgen, J. (2007). *I2E2: Leading Lasting Change*; Wright, D. (2005) *The Ultimate Guide to Competency Assessment in Healthcare*

For permission to use the tool contact: Debbie Buchwach, MSN, RN-BC, [dbbuch@comcast.net](mailto:dbbuch@comcast.net)

## Compliance Plan

A compliance plan is required for all education requests that are classified as moderately complex or highly complex by the NPD Practitioner. (See below). The compliance plan will be in place prior to implementing the educational planning process and/or /competency assessment plan.

Please answer the following questions:

1. Who is responsible for assessing compliance in the desired change in practice?
  
2. How will the follow-up be conducted? (please describe method for following up)
  
3. When will the follow-up take place?

### For Information Purposes Only

#### Designing the educational activity

1. Conduct a performance inventory (identify all of the steps required for successful performance)
2. Identify gaps bases on performance inventory (these will become the core of your development plan)
3. Map performance to domains of learning (cognitive, technical, and/ or affective domain)
4. Determine training methods to close gap (ex. flyer, self-learning packet, online module classroom, instructor-led class, simulation, etc.)
5. Develop skills checklist (if applicable) (to be used by subject matter expert/validator/preceptor)
6. Develop competency assessment (if applicable)

#### Selecting a training methodology

Category	Domains	Level on Domains of Learning	New	High Risk	Problem Prone	Recommended Methodology
Non-complex	1	Low	No	No	No	Flyer Staff Meeting E-mail
Complex	1	Low to Mid Range	Yes/No	No	Yes/No	LMS Module Self-Learning Packet Inservice
Moderately Complex	More than 1	Mid to High Range	Yes	Yes	Yes	Blended Learning*
Highly Complex	All 3	High Range	Yes	Yes	Yes	Blended Learning*

\*Blended learning (ex online module + classroom; online module + validator check-off; self learning packet + skills lab or simulation, etc.)

Copyright- Debbie Buchwach, MSN, RN-BC, 2012 (Updated 2016, 2018, 2019, 2021) Buchwach Consulting References/Resources: Branch, R. M. (2009) *Instructional Design: The ADDIE Approach*; Johns Hopkins Health System (2006) *Decision Tree for Educational Issues*; Felgen, J. (2007). *I2E2: Leading Lasting Change*; Wright, D. (2005) *The Ultimate Guide to Competency Assessment in Healthcare*

Montana Nurses Association is accredited with distinction as an approver of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

### Kootenai Health Approved Provider Unit-Education Decision Tree

The Kootenai Health Approved Provider Unit developed a decision tree to assist new educators and nurse planners to navigate educational concerns or requests. The decision tree is utilized as an initial starting point for determination of the gap analysis.



Contact Stacey Henning MS, RN, NPD-BC, CHSE at Kootenai Health for additional information: [shenning@kh.org](mailto:shenning@kh.org)

Montana Nurses Association is accredited with distinction as an approver of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

### **Nursing Continuing Professional Development Request Form**

Although not required, many approved provider units utilize a request form to assist with analyzing requests and prioritizing educational activities. The components of a request form may include the following key components:

1. Activity title, date, time, location
2. Target audience
  - a. Approximate number of attendees
3. Activity length
4. Identified problem in practice or opportunity for improvement
  - a. Brief description of why request is needed and how it relates to nursing/organizational initiatives
5. Evidence to validate problem in practice

#### References:

- Alspach, J. G. (2000). From staff nurse to preceptor: A preceptor development program. *Aliso Viejo, CA: AACN.*
- Debbie Buchwach, MSN, RN-BC, 2012 (Updated 2016, 2018, 2019, 2021) Buchwach Consulting References/Resources: Branch, R. M. (2009) *Instructional Design: The ADDIE Approach*; Johns Hopkins Health System (2006) *Decision Tree for Educational Issues*; Felgen, J. (2007). *I2E2: Leading Lasting Change*; Wright, D. (2005) *The Ultimate Guide to Competency Assessment in Healthcare*
- Gooding, N. (2017). Gaps in Professional Practice/Learning Needs Assessment. In Dickerson, P., ed. *Core curriculum for nursing professional development*. Chicago: Association for Nursing Professional Development.
- Harper, M., & Maloney, P. (2016). *Nursing professional development: Scope and standards of practice*. Chicago; Association for Nursing Professional Development.

---

## **Happy Nurses Month!**

Thank you for your commitment to nursing continuing professional development. Your contributions impact the health and well-being of our patients and communities.

---

## **NARS**

Where are you with your NARS entries this year? It's almost halfway through the year, and if your offerings slow down a bit in the summer it's a great time to catch up on entries. An easy way to tackle it as a team is to designate a team member (or group of team members) to enter the activities, and then someone else to run through with attendance information if that's kept in different places. Maybe the PNP closes each activity with attendee numbers so the attestation at the end of the year is easy, or maybe when the files get closed, the attendance numbers are added. How do you manage adding and closing activities?

**Have something you think would be a good topic for the NARS Corner?** Email me at [caroline@mtnurses.org](mailto:caroline@mtnurses.org)

Montana Nurses Association is accredited with distinction as an approver of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

---

## 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.

Pogue D., O'Keefe M. (2021). The effect of simulation-enhanced orientation on graduate nurses: An integrative review. *Journal of Continuing Education in Nursing*, 52(3) 150-156. doi: 10.3928/00220124-20210216-10

Russell, J., Dickerson, P. (2021). Professional Development Associate: Resource update, *Journal for Nurses in Professional Development*, 37(2) 82-86 doi: 10.1097/NND.0000000000000658

Shinners, J., Deasy, P. (2021). Nurse Residency Immersion: Moving from a predetermined length to competency-based validation, *Journal for Nurses in Professional Development*, 37(2) 71-75 doi: 10.1097/NND.0000000000000693

---

## Upcoming MNA Events, Activities, and Opportunities

MNA Annual Convention                      October 7-8, 2021                      Helena, MT with virtual option

---

## National Professional Development Conferences 2021

2021 ANPD Convention- Aspire to Inclusivity – August 3-6, 2021—**Change to online-only experience** – (<https://www.anpd.org/convention>)

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

---

## Contact Information

Kristi Anderson, MN, RN, NPD-BC, CNL; Director of Professional Development, Accredited Provider Program Director/Accredited Approver Program Director  
[kristi@mtnurses.org](mailto:kristi@mtnurses.org)                      406-459-0043

Megan Hamilton, MSN, RN CFRN, NR-P; MNA Nurse Planner  
[megan@mtnurses.org](mailto:megan@mtnurses.org)                      406-465-1827

Montana Nurses Association is accredited with distinction as an approver of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

Caroline Baughman, BS; Professional Development Associate  
[caroline@mntnurses.org](mailto:caroline@mntnurses.org) 406-442-6710

**Find self-study modules for nurse planners at:**



Montana Nurses Association is accredited with distinction as an approver of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.