

Montana Nurses Association Approved Provider Newsletter June, 2021



New Standards for Integrity and Independence Resources

There are substantive changes that will impact your activity planning in 2022 and beyond related to the New Standards for Integrity and Independence in Accredited Continuing Education. The new standards, adopted by the American Nurses Credentialing Center (ANCC) and several other organizations, are designed to ensure that education is based on valid content and is free from commercial influence. The new documentation materials, application materials, crosswalk of changes, full standards, and toolkit will be available soon on the Approved Provider website-password 2019APU.

Webinars will be held during our scheduled monthly MNA phone calls on July 8th and August 12th, 2021 from 12pm-1pm MST. Recordings from the webinars will also be available. Contact hours for the recordings will be available until September 1, 2021 with submission of an evaluation.

Session 1 will concentrate on the changes related to the *New Standards for Integrity and Independence* with a focus on Standard 3-Identify, Mitigate, & Disclose Relevant Financial Relationships. Session 2 is devoted to answering questions, identifying areas of additional need related to the standard changes, and reviewing the new/updated templates.

Click link to access the live webinars: https://us02web.zoom.us/j/86414344954

Recording links will be posted onto the Approved Provider Resources page (password: 2019APU) within 24 hours and contact hours for viewing the recordings will be available through September 1, 2021.

Requests for Preapproval of Discipline-Specific Contact Hours

Interprofessional continuing education is important to promote a collaborative team environment. As a nurse planner, it is common to receive requests for preapproval of contact hours for various disciplines. Similar to nursing, each state licensing board determines the continuing education requirements for each discipline including the number of contact hours, renewal periods, and acceptable education activities.

Consider the following scenario:

You are the nurse planner working on the planning committee for an interprofessional program for emergency care staff to include team simulation based on an identified gap in knowledge and skills. During the initial planning process, respiratory therapist attendees ask if they may receive contact hours specific to their practice. How would you respond?

This is a fantastic opportunity to invite a respiratory therapist to be a member of the planning committee. The planning process needs to integrate the health care professional represented related to the gaps

identified. Delegate the responsibility to the respiratory therapist to contact the state licensing board to verify their discipline-specific requirements related to continuing education. Based on this information, the respiratory therapist may pursue preapproval of discipline-specific continuing education specific to their practice.

If discipline-specific contact hours are unable to be obtained prior to the activity due to resource limitations, nursing continuous professional development (NCPD) contact hours MAY be acceptable towards licensure continuing education requirement of many disciplines. NCPD activities go through a rigorous process to ensure high quality standards. For many disciplines, the attendee may be able to apply NCPD contact hours following the program if they can justify that the educational activity is relevant to their practice and approved by a credentialing agency. Licensing boards may request a copy of the course outline or agenda along with program objectives if the program is submitted for licensure continuing education requirements. While formal preapproval may not be achieved prior to the program, the attendee may still be able to apply contact hours from the NCPD activity.

The next time you receive a request for discipline-specific contact hours, consider how you can incorporate requests as part of your planning process.

Suggested References:

Interprofessional Education Collaborative. 2016. *Core competencies for interprofessional collaborative practice: 2016 Update*. Retrieved from https://aamc-meded.global.ssl.fastly.net/production/media/filer-public/70/9f/709fedd7-3c53-492c-b9f0-b13715d11cb6/core-competencies for collaborative practice.pdf

World Health Organization. Framework for Action on Interprofessional Education & Collaborative Practice https://www.who.int/hrh/resources/framework action/en/. Accessed June 30, 2020

We need your opinion!

Please take a moment to complete this very short survey when you have a few minutes: https://docs.google.com/forms/d/e/1FAIpQLSecBzZ0bP_V5kFimDQWAn2hrMVgxwWFf57wQK9GtSFJA97 BOw/viewform?usp=sf_link

This survey will give us guidance regarding how best to support you and your needs, as well as provide for us to share with our board and other potential providers. Thank you for taking the time to help us!

Upcoming renewal cycles

The following table contains information on upcoming renewals. Six month letter notices include information about an intent to apply submission and a time for a prep call with Kristi – please remember renewal fees will be invoiced when your APU submits its intent to apply.

2022 Renewals		
Application Due	Application Due	Application Due
October 1, 2021	March 1, 2022	July 1, 2022 Cycle
	(New Templates Required)	(New Templates Required)
6 month letter sent	6 month letter sent	6 month letter sent
July 2021	December 2021	April 2022
APU Expiration Date	APU Expiration Date	APU Expiration Date
January 1, 2022	June 1, 2022	October 1, 2022
North Valley Hospital	Bozeman Health	South Peninsula Hospital
Cardea Services	Boise State University School of Nursing	Billings Clinic
Community Medical Center	Foundation Health Partners	Kootenai Health
Central Peninsula General Hospital	Providence Health & Services Alaska	
Confluence Health	St. Luke's Health System	
	Midland Memorial Hospital	

Technology Tips

We have gotten some questions about some of the technology tools we have used for different webinars. Below are a few tips for specific software.

<u>Padlet</u>: Padlet is online software (what we would call "cloud-based") that allows users to organize information in unique and engaging ways. Think of this software like a virtual bulletin board, white board, or flip chart. This is a great tool especially if you want learners to interact with the information—they can add their own input, like different posts, paste links, etc. Here is a great YouTube video that walks through the different formats: https://www.youtube.com/watch?v=1wl2awEEx10

Padlet is a subscription-based software that you can use for free or upgrade to a subscription for more features.

Features I like about Padlet:

• It updates in real time (very quickly, and typically without having to refresh), so it's great for virtual courses with multiple people accessing it from multiple locations. It keeps the conversation going in real time, instead of something like a survey or discussion board. Everyone can add at the same time.

- Participants don't need to have an account to interact you can set it so learners must have Padlet accounts, or you can allow for anonymous interactions.
- Even for just the free accounts, the boards are pretty customizable. You can set images, format, colors, permissions, etc.

Have something you think would be a good topic for this section? Email me at caroline@mtnurses.org

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.

Burman, M., McGee, N., Proctor, J., Hart, A., Moody, E., and Hardesty, C. (2021). ECHO: A Model for Professional Development in Nursing Through Learning Networks. *Journal for Nurses in Professional Development*, 52(4) 198-204. https://doi.org/10.3928/00220124-20210315-09

Park, C., Holtschneider, M., (2021). Touchpoints – Reframing the Approach to Microaggressions in the Interprofessional Learning Environment, *Journal for Nurses in Professional Development*, 37(2) 117-119 doi: 10.1097/NND.0000000000000717

Ritchison, L. and Embree J. (2021). Professional Development of Interprofessional Evidence-Based Practice Education. *Journal for Nurses in Professional Development*, 52(5) 214-216. https://doi.org/10.3928/00220124-20210414-04

Stephens, N., Borum, C., Swafford, K. and Embree, J. (2021). Professional Development of Primary Care RNs. *Journal for Nurses in Professional Development*, 52(4) 165-167. https://doi.org/10.3928/00220124-20210315-04

Upcoming MNA Events, Activities, and Opportunities

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

Seamless Care for Our Veterans November 12, 2021 Virtual

Transition to Practice January 30-31, 2022 Helena, MT

APRN Pharmacology Conference February 24-25, 2022 Virtual

National Professional Development Conferences 2021

2021 ANPD Convention- Aspire to Inclusivity – August 3-6, 2021—Virtual Conference—(https://www.anpd.org/convention)

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:

