Important Reminders

Required Submission by December 1, 2021

For those of you who have not yet completed, each Primary Nurse Planner must submit evidence of how your team begins the planning process for activities **on or before December 1, 2021.**

Please submit your continuing nursing education request form template **OR** if your organization uses a different process than a form submission, please provide a brief paragraph describing initial activity planning process (i.e. EDP1). Use this online form to submit your information.

Timelines for Implementing Standards for Integrity & Independence

Please see below for the timelines for implementing the new *Standards for Integrity and Independence*:

- **Now**
    - Start implementing changes now to accommodate your planning timelines
    - Use updated forms for activities being planned 12/1/21 or later
        - Available on the Approved Provider website-password APUNCPD
            - New documentation materials, application materials, crosswalk of changes, full standards, toolkit, manual

- **By 3/15/22**
    - PNP to submit 3 forms. Please refer to the templates on the provider website.
        - Completed *Financial Disclosure Form* or template
        - Completed *Activity Information* template
            - Nonclinical activity
        - Completed *Activity Information* templates
            - Clinical activity requiring mitigation

- **APUs submitting applications for March cycle 2022 or later**
    - Use updated self-study template
        - Change to EDP4 only--see the July 2021 newsletter for sample description
        - Can submit activities planned prior to these changes on previous activity forms

Please reach out with any questions related to the reminders and timelines.

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Activity Evaluation

ANCC accreditation criteria require that educational activities be evaluated, and that evaluation occur at the level of need that was identified during the planning process. For example, if the fundamental need for learners was gain in knowledge, the evaluation process must focus on validating that knowledge was gained (or not). If the identified problem was rooted in lack of skill, the evaluation process must include evidence that the skill level of participants was at the expected level by the end of an activity. While the end goal of many educational interventions is change or improvement in practice, doing a good learning needs assessment after the practice gap has been identified will help you determine the exact level of intervention required.

Consider this scenario: Nurses are not correctly identifying and interpreting cardiac rhythms. Why are they not doing this? Do they have the knowledge to interpret rhythms? No, because they are not correctly identifying abnormal rhythms. Do they have the skill? No, because they don't know how to appropriately analyze rhythms utilizing calipers.

Because we've identified a gap in knowledge and skill, we decide to have a live activity to include rhythm interpretation exercises where nurses will demonstrate analysis utilizing calipers following a methodical approach. How is the nurse planner going to evaluate this activity? Remember that evaluation must occur at the level of identified need-in this case knowledge and skill. How can we measure a change in knowledge and skill? One possible outcome would be something like "All nurses will demonstrate rhythm analysis following a methodical approach with at least 90% accuracy based on a checklist". This outcome includes knowledge in recognizing abnormal rhythms and skill in appropriately analyzing rhythms utilizing calipers. For the summative evaluation after the activity, the nurse planner would analyze the outcome to determine if it was met (or not) and describe implications for future activities.

What are the key take-home messages in this example?

1. You cannot evaluate every activity with a standard template or "form".

2. Activities must be evaluated in relation to the identified level of educational need(s).

3. The outcome measure developed in the planning process guides your selection of the evaluation method.

4. All components of the planning process need to be considered in context (the gap is connected to the evidence is connected to the level of need is connected to the desired outcome is connected to the content).

5. Evaluation data can be collected in a number of ways – you just have to have a way of measuring your success in relation to the desired outcome that was specified during the planning process.

6. The summative evaluation is your summary of what happened, whether the outcome was met, and what implications that has for future activities. A summative evaluation is NOT a compilation of statistics in the absence of thoughtful analysis by the nurse planner.

New Resource-APU Renewal Process and Tips

A new webinar has been developed highlighting key aspects of the renewal process, criteria and tips for completion.

- The slides can be accessed here: https://www.mtnurses.org/wp-content/uploads/2021/11/APU-Renewal-Process-and-Tips.pptx

- The webinar can be accessed here: https://youtu.be/3PBWXPjcz38

Updated Resources-Primary Nurse Planner/Nurse Planner Primer Webinars

The Primary Nurse Planner and Nurse Planner primer webinars have been updated and are now available on our learning platform for contact hours. The intent of the webinars is to familiarize nurses new to the roles to implement ANCC accreditation criteria to ensure quality in nursing continuing professional development activities, including the qualifications and the competencies required for the roles. The nurse planner webinar focuses on the educational design criteria, including high-risk areas such as conflict of interest, calculation of contact hours, and how to develop evaluation methods that measure learners' achievement of the desired outcome. The primary nurse planner webinar focuses on the leadership role in providing evidence of how criteria are met in structural capacity, educational design, and quality outcome domains. The price will be $20 with the discount code for MNA Approved providers: NPDSPECIALTY. The courses may also be purchased at a discount bundle price for both courses.

Click here to access the nurse planner webinars, and all our recorded content:
https://courses.cnebymna.com/courses
You can even filter by "For CE Providers" category to search for provider-specific course work!

2022 Provider Unit Workshops

For the 2022 spring provider workshops, we are planning options for in-person and virtual--
In person option—Bozeman, MT:

- Friday, April 22, 2022

Virtual option:

- Thursday, April 14

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Please email Kristi (kristi@mtnurses.org) with any suggestions for areas of focus for the virtual workshop **on or before December 1, 2021.** And if your provider unit offered any particularly successful activities or learned any great concepts worth sharing, please be sure to let us know as well.

Click link to register: https://mtnurses.wufoo.com/forms/2022-provider-workshop-registration/
To minimize administrative burden, we've simplified our registration fees to a flat $100/person charge with no discount for multiple attendees from one organization.
If you would like to be invoiced for multiple attendees from your organization, please email jennifer@mtnurses.org with the following information:

- Your organization
- Number of registrants to be invoiced for
- Contact person name & email
- Invoicee name& email (if different than contact person)

American Nurses Association Updated Scope and Standards of Practice

The American Nurses Association (ANA) updates the *Nursing Scope and Standards of Practice* every 5 years to reflect changes and new insights into our nursing practice, with the latest update in 2021. The scope of practice statement provides a conceptual description of the specialty -- the who, what, when, why, and how of nursing. The 18 standards are authoritative statements that include competencies related to the standards of practice and professional nurse performance. There are new important additions highlighted below:

- Definition of nursing has been updated to include caring, compassionate presence and recognition of the connection to all humanity.
  - *Nursing integrates the art and science of **caring** and focuses on the protection, promotion, and optimization of health and human functioning; prevention of illness and injury, facilitation of healing; and alleviation of suffering through **compassionate presence**. Nursing is the diagnosis and treatment of human responses, and advocacy in the care of individuals, families, groups, communities and **in recognition of the connection of all humanity**.* (ANA, p.1)

- New standard related to advocacy for the profession, healthcare consumer, and the communities we serve with an emphasis on a commitment for social justice in healthcare to address the social determinants of health and promote well-being.

- New Nursing Practice Model to convey the role of nurses integrating caring, values, wisdom, and energy grounded in ethics.

- Revised Model Representing Regulation of Professional Nursing Practice highlights the quality and safety influencing regulatory factors including the Code of Ethics, Practice Setting, and Nurse Practice Acts.

- Application of ethics in nursing includes expanded in-depth analysis.

The publication of the *Nursing Professional Development: Scope and Standards of Practice* 4th edition is expected early next year.

References:
American Nurses Association. *Nursing: Scope and Standards of Practice, Fourth Edition*. Silver Spring, MD: American Nurses Association; 2021.

Technology Tips

Don't forget to start entering your 2021 NARS data. Be sure you have the "reporting year" tab set to 2021! Have you downloaded your 2020 report to share with your administrators? Be proud of what you've done and share widely!

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

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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.

Kramer, M., Davies, Claire C. (2021). A Charge Nurse Orientation and Development Program, *Journal for Nurses in Professional Development*, 37(5) 268-277 doi: 10.1097/NND.0000000000000765

Clapper, T. (2021). Getting Better Together: The Two-Team Training Approach in Simulation-Based Education, *Journal of Continuing Education in Nursing*, 52(9) 417-421 https://doi.org/10.3928/00220124-20210804-07

Qualls, B., Bobry, M., Feeney, M. (2021). Certification Circle: A Peer Support Model to Increase Certification Among Medical-Surgical Inpatient Nurses, *Journal of Continuing Education in Nursing*, 52(10) 468-470 https://doi.org/10.3928/00220124-20210913-06

Upcoming MNA Events, Activities, and Opportunities

Transition to Practice   January 30-31, 2022   Virtual

APRN Pharmacology Conference   February 25-26, 2022 Virtual

Upcoming National Professional Development Conferences

Alliance for Continuing Education in the Health Professions-January 12-15, 2022, in Aurora, CA-
www.acehp.org

2022 ANPD Convention- Aspire to Trailblaze – March 22-25, 2022 in San Antonio, TX
https://www.anpd.org/page/2022-convention

Contact Information

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

Megan Hamilton, MSN, RN CFRN, NR-P; MNA Nurse Planner
megan@mtnurses.org   406-465-1827

Caroline Baughman, BS; Professional Development Associate
caroline@mtnurses.org   406-442-6710

Find self-study modules for nurse planners at:

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