



Required Submission by December 1, 2021

ANCC requires periodic monitoring of Approved Provider Unit operations. Based on questions and feedback over the past year, 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.**

Please reach out with any questions regarding this submission.

Access to Resources- Standards for Integrity and Independence

Thank you for attending the live webinar sessions or viewing the recordings addressing the new *Standards for Integrity and Independence*. The following new and updated resources are now available on the Approved Provider website-password APUNCPD.

- Documentation materials
 - Activity Documentation Form
 - Financial Disclosure Form
 - Mitigation Worksheet
 - Commercial Support Agreement
- Application materials
 - Eligibility Form
 - Self-Study Application-EDP 4 change
 - Tips for Completing Provider Application
- Standards for Integrity and Independence Resources
 - Standards for Integrity & Independence (full standards)
 - Key Steps for the Identification, Mitigation, & Disclosure of Relevant Financial Relationships
 - ANCC Toolkit-Standards for Integrity & Independence (Standard 3)
- Provider Unit Manual
- Crosswalk – New Standards for Integrity & Independence
- Determining Relevant Financial Relationships Guide
- Provider FAQ
- Webinar recordings- Contact hours for the recordings will be available until September 1, 2021, with submission of an evaluation.
 - Recording of Session 1-introducing the new standards and highlighting changes
 - Recording of Session 2-reviewing scenarios answering questions

Please don't hesitate to reach out with questions as you review the new templates and materials.

Happy NPD Week--September 12-18, 2021

[Access the Toolkit--NPD Week Toolkit](#)

As part of NPD week, the 2020 NPD Toolkit provides easy-to-use tools to celebrate with your organization and share the value nursing professional development practitioners provide. Included in the toolkit:

- Sample emails to personalize and send to your NPD department or other key stakeholders in your organization
- Social media posts and graphics to easily post to your channels or website to show your NPD pride
- A sample calendar listing and article template to make it easy to promote your NPD Week activities
- A customizable email signature to let all of your contacts know NPD Week is coming
- A Facebook photo frame to share on your personal Facebook profile picture
- A flyer to print and post around your organization

Celebrate the important work you do in supporting nursing continuing professional development!

Desired Outcome and Criteria for Successful Completion

The desired learning outcome is what is expected of learners at the end of the activity. This measurable outcome must tie to professional practice gap and level of educational need identified (e.g., 100% of learners will pass the post-test with a score of 80% or higher, indicating knowledge of the new standards). Objectives must be differentiated from the outcome.

Criteria for successful completion outlines what the learner needs to do in order to earn contact hours. This might be tied to time (e.g., full activity, commensurate with participation) or might be related to behavior (e.g., pass a post-test with an 80% score; demonstrate a skill with 100% adherence or self-report of outcome attainment). The criteria for awarding contact hours needs to relate to the desired outcome AND be enforceable at the time of the activity.

The desired outcome and the criteria for successful completion are different, although they're often parallel in a lot of ways. The desired outcome is what the planning team has determined to be a realistic goal that provides evidence the identified gap has been closed to some degree. The criteria for successful completion is essentially a contract with learners about what their responsibilities are to ensure they meet all requirements to earn contact hours, which is what is disclosed to them. Both parts must consider logistical limitations (i.e., tracking evaluation submissions) and also consider what is worth investing time and resources.

Consider this example:

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You've identified a problem that nurses lack knowledge related to nonpharmacologic comfort measures for obstetric patients and nurses are not apply principles of adult learning when educating patients on these comfort measures. The planning committee for a workshop related to this gap determines the measurable outcome is, "At least 80% of the participants will present a lesson demonstrating at least one of the principles of adult education addressing one nonpharmacologic comfort measure for obstetric patients". To evaluate this outcome, during the last 2 hours of the workshop, participants will each present a lesson for the group addressing an identified comfort measure incorporating adulting learning principles with an opportunity for feedback. To earn contact hours, learners will need to attend at least 90% of the workshop AND present a lesson plan.

Notably, the outcome is striving for only 80% of those learners incorporating adult learning principles into their plans to determine if that professional practice gap was closed. Expecting 100% of learners to do so may be unrealistic because some people are better than others in developing lesson plans. But the requirement for successful completion can still be that everyone needs to present a lesson plan to the group in order to earn contact hours, regardless of if it incorporates those specifics determined by the nurse planner. While the desired learning outcome and the criteria for successful completion are different, they are still related.

Nurses and Health Equity-Importance of Education

The National Academies of Sciences, Engineering, and Medicine (NASEM) recently published a report to explore the vital role of nurses in health and wellness titled, *The Future of Nursing 2020–2030 Charting a Path to Achieve Health Equity*. Health equity is defined as, "The state in which everyone has the opportunity to attain full health potential, and no one is disadvantaged from achieving this potential because of social position or any other socially defined circumstance" (NASEM). The report provides a framework and recommendations to support nurses to strengthen the profession in critical areas including workforce, leadership, education, well-being, and emergency preparedness/response.

The key highlights from the report include:

1. Permanently remove nurse practice barriers for APRNs
2. Value nurses' contribution
3. Prepare nurses to tackle and understand health equity
4. Fully support nurses
5. Create a shared agenda to address social determinants of health and achieve health equity

Nurse planners play an important role in influencing areas that promote positive health outcomes and equity. While the pandemic emphasized the impact of public health emergencies, nurse planners are positioned to lead health equity initiatives. The report highlights areas for improving the profession of nursing in the next decade with recommendations in advancing health.

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One key way that nurse planners can contribute to health equity is through ongoing professional learning. The report highlights the importance of this area and reinforces the need for nursing continuing professional development. In particular, the report recommends more focus on supporting the health and well-being of nurses. It emphasizes the need for strengthening nursing education to develop leadership and advocacy skills. As you are planning your educational activities, consider ways to incorporate health equity initiatives.

Reference:

National Academies of Sciences, Engineering, and Medicine 2021. *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25982>.

The Mountains We Face

Megan Hamilton, MSN, RN CFRN, NR-P; MNA Nurse Planner

When spring and early summer finally makes an appearance in Montana, I set my sights on biking the Going to The Sun Road in Glacier National Park before it opens for vehicle travel. I'm a casual cyclist. As much as I like to think otherwise, I'm definitely not in the same league as those who bike from West Glacier or Columbia Falls to Logan Pass and back. Of the 16 miles of the Sun Road, from Avalanche to Logan Pass, 12 of those miles are nothing but a steady, uphill grind. Half pedaling, half pushing my bike up the road gives me lots of time to stop and enjoy the scenery, take pictures, and watch the wildlife, both 4-legged and the human kind with whom I share the uphill journey. Over the last few seasons, I've noticed an increase in electric bikes or e-bikes of all kinds on the Sun Road and elsewhere. I have mixed feeling about them, probably because I'm on a mountain bike huffing up to Logan Pass without the benefit of 5 modes of turbo bliss assist. The grunt also confirms my own cardiac stress test success and being out on that road provides me time in my own headspace.

It's been an interesting 15 months in terms of Covid-19. There were challenges in healthcare and nursing before Covid and definitely since it's onset. I can't pick up a journal or see an email or specialty nursing organization posting or publication that doesn't include something related to nurse burnout, compassion fatigue, post-traumatic stress, secondary trauma, suicide, mental health, well-being, and resilience. I've been on that rollercoaster with all of these during my own 28+ years in EMS and nursing. I couldn't help but think about all of us who work within healthcare and those who are teaching our soon-to-be new healthcare professionals. Like those who are out there on the Sun Road, we as nurses, all have our own "mountains" to face. Here's some of the lessons the Sun Road left me with as it relates to nursing and life.

1. You will never be the oldest nor the youngest out there on the road (you might tie with another person on this one).

There is much to learn from each other as we work side by side to care for patients and families. Be open to the lessons. Absorb into practice what makes sense to you, but don't forget the lessons of what you don't want to use in your own practice. And, just because someone has a different method, doesn't necessarily mean that it's wrong.

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2. Sometimes the goal is in sight, but oh my, what a slog of a journey it is to get there. Sometimes you make it to the goal and sometimes you get turned around.

This applies to both caring for patients and to ourselves. Often, we know what needs to be done to move the patient in the right direction to get better. Sometimes that takes herculean efforts by the whole team and still progress is slow... very slow. Sometimes that effort doesn't go as planned and the outcome isn't what was hoped for. Our own personal and professional goals can go that same way too. It doesn't mean it wasn't worth the effort. Look for the lessons that can be learned (both the good and not so good) to improve upon for the next attempt.

3. Take a moment to stop, catch your breath, and refuel yourself.

You're no good to your patients, to each other, or yourself when you are out of energy or unable to take a short moment to reset to avoid getting worse. Sometimes it doesn't take much to turn it around, but doing it sure makes a world of difference.

4. There may still be more uphill to go, but there will always be people who buoy you up with a kind word, an extra snack, good conversation, or a shared nature moment. Pay that kindness forward, especially as your journey eases.

Be the kind of co-worker and nurse you would want to work with. There are so many moments where my burden was eased with teamwork. Knowing that they have my back and I have their back, should a patient go south or the unit go from calm to chaos in the blink of an eye, makes the workload manageable for us all. Remember the life-lines you have. Give some, take some.

5. There will always be those that make the journey look easy and those who make your struggles seem like you're your own Olympic caliber cyclist.

You don't ever truly know what another person is up against so don't compare your journey to their journey.

6. It's okay to use an e-bike.

I've come to realize (and choose to see) that e-bikes are just a way for some people to get the help they need to climb the mountain(s) that they face. I know I've had to ask for and receive help too. There is no shame. There is no judgment. It does make us stronger.

7. When you do turn around, whether it's at Logan Pass or at any point before the top, enjoy the ride.

No matter what happens, don't forget that sometimes there are sweet rewards for the efforts we make.

Technology Tips

Have questions about technology tools for your practice? 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.

Bret, L. et al. (2021). Creating a Work Environment Conducive to Organizational Learning. Holtschneider, *Journal of Continuing Education in Nursing*, 52(6) 281-285
<https://doi.org/10.3928/00220124-20210514-07>

Bleich, M. (2021). A Development Challenge: Embracing Technology in Leadership Development 52(6), 260–262 <https://doi.org/10.3928/00220124-20210514-03>

Frielich, I. (2021). Scenario-Based Learning and Emotions: What Science Tells Us. Training Magazine. Retrieved from: <https://trainingmag.com/scenario-based-learning-and-emotions-what-science-tells-us/>

Reed, K. and Tes, S. (2021). Supporting Cambodian midwifery education through an international collaborative teaching project. *Journal of International Nursing Education*, 13(4), 14-19.

Reed, K. and Aul, K. (2021). Clinical unit handoff: Uplifting letters from seniors to juniors. *Nurse Educator*, Online ahead of print. doi: 10.1097/NNE.0000000000001079.

Upcoming MNA Events, Activities, and Opportunities

MNA Annual Convention	October 7-8, 2021	Helena, MT with virtual option
Transition to Practice	January 30-31, 2022	Helena, MT
APRN Pharmacology Conference	February 25-26, 2022	Virtual

National Professional Development Conferences 2021

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

ANCC Nursing Continuing Professional Development (NCPD) Summit-November 10-12, 2021, in Atlanta, GA- <https://www.nursingworld.org/organizational-programs/accreditation/ancc-ncpd-summit/>

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Find self-study modules for nurse planners at:



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