2016 ANPD ANNUAL CONVENTION UPDATE

Lisa Maisel, BSN, RN, CPAN
PITTSBURGH- THE CITY OF BRIDGES

ANPD Annual Convention 2016:  
27th year  
1,190 attendees (largest group ever)  
79 poster presentations
Objectives:

1. The learner will be able to identify at least three changes in the NPD Scope and Standards of Practice.

2. The learner will be able to discuss at least three interventions to assist staff who are struggling to learn.

3. The learner will be able to state three tools for assessing the need for education.

- ANPD Scope and Standards of Practice Update - Presented by Mary G. Harper, PhD, RN-BC and Patsy Maloney, EdD, MSN, RN-BC, NEA-BC.

- My Learner is Not Learning: Strategies for Struggling Staff - Presented by Deborah Laughlin, MSN, RN-BC.

- Educational Forensics: Investigating and Prioritizing Educational Opportunities – Presented by Mitzi Grey, BSN, RN-BC, MEd and Megan Grey, MS
ANPD Scope and Standards of Practice Update
ANPD SCOPE AND STANDARDS OF PRACTICE UPDATE

- Describes the specialty of NPD
- Lists the standards of professional practice and includes competencies specific to NPD role
- Last revised in 2010
- Process began in 2014 with a work group of 12 from all over the country
- Approved by ANA
- Based on research with an EBP emphasis
- Scope of practice was broadened due to increasing demands on NPD practitioners
- Code of Ethics added

Recommendations:
Change job titles to NPD Practitioners, as we are much more than educators.
Rewrite job descriptions with new guidelines.
Rewrite mission and vision statements for department.
NPD roles delineated and included in the new practice model.
ANPD Scope and Standards of Practice Update

Summary of Changes:

- Generalist and specialist competencies
- 2 new standards of performance
- Removal of 2 standards of performance
- Changes in standards of practice
The NPD generalist is a bachelor’s prepared nurse with or without NPD certification OR a graduate level prepared nurse without NPD certification.

The NPD specialist is prepared at the graduate level in nursing or a related field and certified in NPD. If the graduate degree is in a related field, the baccalaureate degree must be in nursing. An NPD specialist may function as the administrator of an NPD department. The executive leader for NPD ideally holds an advanced degree in nursing, is prepared at the doctoral level in nursing or education, and certified in NPD.
### Standards of Practice Changes

<table>
<thead>
<tr>
<th>Standard</th>
<th>NPD 2010</th>
<th>NPD 2016</th>
<th>ANA 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Assessment</td>
<td>Assessment of Practice Gaps</td>
<td>Assessment</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Identification of Issues and Trends</td>
<td>Identification of Learning Needs</td>
<td>Diagnosis</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Outcomes Identification</td>
<td>Outcomes Identification</td>
<td>Outcomes Identification</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Planning</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Implementation (a.b* c.)</td>
<td>Implementation (a.b* c.)</td>
<td>Implementation (a.b* c.)</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Evaluation</td>
<td>Evaluation</td>
<td>Evaluation</td>
</tr>
</tbody>
</table>
## ANPD Scope and Standards of Practice Update

### Standard 5B Implementation:

<table>
<thead>
<tr>
<th>NPD 2010</th>
<th>NPD 2016</th>
<th>ANA 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Practice Environment</td>
<td>Facilitation of Positive Learning and Practice Environments</td>
<td>Health Teaching &amp; Health Promotion</td>
</tr>
<tr>
<td>NPD Standards of Performance 2010</td>
<td>NPD Standards of Performance 2016</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Standard 7 Quality of NPD Practice</td>
<td>Standard 7 Ethics</td>
<td></td>
</tr>
<tr>
<td>Standard 8 Education</td>
<td>Standard 8 Education</td>
<td></td>
</tr>
<tr>
<td>Standard 9 Professional Practice Evaluation</td>
<td>Standard 9 EBP and Research</td>
<td></td>
</tr>
<tr>
<td>Standard 10 Collegiality</td>
<td>Standard 10 Quality of NPD Practice</td>
<td></td>
</tr>
<tr>
<td>Standard 11 Collaboration</td>
<td>Standard 11 Change Management</td>
<td></td>
</tr>
<tr>
<td>Standard 12 Ethics</td>
<td>Standard 12 Leadership</td>
<td></td>
</tr>
<tr>
<td>Standard 13 Advocacy</td>
<td>Standard 13 Collaboration</td>
<td></td>
</tr>
<tr>
<td>Standard 14 Research</td>
<td>Standard 14 Professional Practice Evaluation</td>
<td></td>
</tr>
<tr>
<td>Standard 15 Resource Utilization</td>
<td>Standard 15 Resource Utilization</td>
<td></td>
</tr>
<tr>
<td>Standard 16 Leadership</td>
<td>Standard 16 Mentorship/Advancing Profession</td>
<td></td>
</tr>
</tbody>
</table>
NPD Practice Model

Nursing Professional Development (NPD) Practice Model

Inputs

Throughputs

Outputs

Environmental Scanning

NPD Practitioner

Learner

NPD Roles
1. Learning Facilitator
2. Change Agent
3. Mentor
4. Leader
5. Champion for Scientific Inquiry
6. Advocate for NPD Specialty
7. Partner for Practice Transitions

Onboarding/Orientation

Competency Management

Education

Role Development

Collaborative Partnerships

Standards of NPD Practice

Influence

Protection of the Public

Optimal Care

Health

Professional Role Competence & Growth

Change

Learning

Interprofessional Practice & Learning Environment
MY LEARNER IS NOT LEARNING: STRATEGIES FOR STRUGGLING STAFF

STRENGTH does not come from winning. Your struggles develop your strengths. When you go through hardships and decide not to surrender, that is strength.

— Mohandas Gandhi
What skills can the NPD practitioner bring to the table when a preceptor is struggling to connect with their preceptee, or the preceptee is “just not getting it”?

What questions can be asked to assist in the learning styles assessment?

What tools can help in special situations i.e. ADHD, test anxiety, dyslexia?

Do we ever throw in the white flag?
### My Learner is Not Learning: Strategies for Struggling Staff

#### Learning Styles

<table>
<thead>
<tr>
<th>Assessment Questions</th>
<th>Possible Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How have you been trying to learn?</td>
<td>Complete inventory</td>
</tr>
<tr>
<td>How have you learned something successfully in the past?</td>
<td>Determine if learning style matches modality being used</td>
</tr>
<tr>
<td>Help me understand what you mean by...</td>
<td>Discuss learning style modalities for the situation</td>
</tr>
<tr>
<td>Would you be willing to complete a learning styles assessment?</td>
<td>How does the preceptor learn? (we teach from how we learn)</td>
</tr>
<tr>
<td></td>
<td>Can they teach in a way the learner can learn?</td>
</tr>
</tbody>
</table>

#### Midlife Learning

<table>
<thead>
<tr>
<th>Assessment Questions</th>
<th>Possible Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long since you graduated from...</td>
<td>Content is dispersed over time</td>
</tr>
<tr>
<td>What other jobs/roles have you had in the past?</td>
<td>Repetition over time</td>
</tr>
<tr>
<td>Have you ever considered using “cheater” glasses?</td>
<td>Learn one area then move to the next</td>
</tr>
<tr>
<td>Is it hard to hear in the [specify location]?</td>
<td>Involve senses</td>
</tr>
<tr>
<td></td>
<td>Allow more orientation time</td>
</tr>
<tr>
<td></td>
<td>Counsel expert to novice</td>
</tr>
<tr>
<td></td>
<td>Consistency (ex. preceptor)</td>
</tr>
<tr>
<td></td>
<td>Pair younger person with midlife learner</td>
</tr>
<tr>
<td></td>
<td>Visual and hearing support</td>
</tr>
</tbody>
</table>
# My Learner is Not Learning: Strategies for Struggling Staff

## Adult Learning

<table>
<thead>
<tr>
<th>Assessment Questions</th>
<th>Possible Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How long since you had to learn something new?</td>
<td>• Build on what is already known</td>
</tr>
<tr>
<td>• How do you think this applies to your job?</td>
<td>• Relate new information to known information</td>
</tr>
<tr>
<td>• What are your hobbies or interests?</td>
<td>• Articulate relevance, applicability</td>
</tr>
<tr>
<td>• Did you know this is required for your job?</td>
<td>• Explore self-direction to meet learning needs</td>
</tr>
</tbody>
</table>

## Competency

<table>
<thead>
<tr>
<th>Assessment Questions</th>
<th>Possible Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is going well?</td>
<td>• Preceptor/orienteer/instructor meeting (related to</td>
</tr>
<tr>
<td>• What are you working on?</td>
<td>competencies for role)</td>
</tr>
<tr>
<td>• Are there issues related to knowledge, skill, organization, interpersonal skills,</td>
<td>• Develop measurable goals</td>
</tr>
<tr>
<td>critical thinking, or safety?</td>
<td>• Learning modules, writing knowledge documents, or case</td>
</tr>
<tr>
<td>• How are things working on the unit? With the preceptor? With other staff?</td>
<td>studies</td>
</tr>
<tr>
<td></td>
<td>• Visuals; maybe using color</td>
</tr>
<tr>
<td></td>
<td>• Concept maps</td>
</tr>
<tr>
<td></td>
<td>• Journaling</td>
</tr>
<tr>
<td></td>
<td>• Focused questions from the preceptor</td>
</tr>
<tr>
<td></td>
<td>• Focus on certain types of patients activities</td>
</tr>
<tr>
<td></td>
<td>• Could try alternates to current program; case</td>
</tr>
<tr>
<td></td>
<td>studies, visuals, concept maps, journaling, focus on</td>
</tr>
<tr>
<td></td>
<td>specific needs</td>
</tr>
</tbody>
</table>
## My Learner is Not Learning: Strategies for Struggling Staff

<table>
<thead>
<tr>
<th>Special Situation</th>
<th>Assessment Questions</th>
<th>Possible Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How have you learned in the past?</td>
<td>Use options that make learning easier such as a quiet room, knitting, ear buds, etc.</td>
</tr>
<tr>
<td></td>
<td>Do you use any special helps to learn?</td>
<td>Provide a testing environment to meet needs</td>
</tr>
<tr>
<td></td>
<td>Is there anything I can do that makes learning easier?</td>
<td>Explore resources in the community to help with learning issues</td>
</tr>
<tr>
<td></td>
<td>Anything I can do to make the testing environment better?</td>
<td>Use what has worked in the past</td>
</tr>
<tr>
<td></td>
<td>Everyone needs help with something sometime. Have you considered getting help to manage learning?</td>
<td>Be aware of ADA rules</td>
</tr>
<tr>
<td></td>
<td>Have you ever struggled with learning new things in the past? What worked best?</td>
<td>Determine if staff member is safe</td>
</tr>
<tr>
<td></td>
<td>Are you multi-tasking? (include technology)</td>
<td>Determine if there is a mismatch between capabilities and role</td>
</tr>
</tbody>
</table>
EDUCATIONAL FORENSICS: INVESTIGATING AND PRIORITIZING EDUCATIONAL OPPORTUNITIES
EDUCATIONAL FORENSICS: INVESTIGATING AND PRIORITIZING EDUCATIONAL OPPORTUNITIES

ABC’s of investigation:
• Assume nothing
• Believe nothing
• Check everything

Questions to ask:
• 1. Is there a knowledge gap?
• 2. Is there a skills gap?
• 3. Is there a system problem?
• 4. Is there a behavioral problem?

According to W. Edward Deming, the root cause of a performance issue occurs with system issues 85% of the time, staff knowledge issues 10% of the time, and behavior or performance issues 5% of the time. We should focus our improvement strategies with system issues primarily and use education only when a knowledge deficit has been identified.
System Deficiencies (85%)

- Change the communication channels
- Add or revise policies and procedures
- Revise job descriptions or assignments
- Establish new positions
- Hire new staff or increase staffing
- Use consulting services (internal or external)
- Reallocate resources
- Purchase new equipment or alter the use of current equipment
- Change the organizational structure or reporting relationships
- Revise forms and / or computer entry requirements
- Create a flow chart and identify duplications and omissions
- Revise the flow of work
- Rearrange the work environment to decrease distractions or increase efficiency
- Clarify roles and expectations and work assignments
Knowledge/Skills Deficiencies (10%)

- Provide focused inservice or continuing education
- Provide case studies or scenarios with policies and procedures
- Post an article and current policies and procedures
- Provide additional reference resources
- Modify orientation procedures
- Print reminders and post in most frequently used area
Behavior Deficiencies (5%)

- Provide specific performance data to individuals
- Provide informal or formal counseling
- Issue a verbal / written warning
- Change job assignments
- Revise individual’s job description
- Issue a monetary fine or incentive
- Impose proctoring or disciplinary sanctions
- Place individual on probation
- Transfer individual to another department
- Suspend or revoke privileges and staff appointments
Educational Triage

- Have managers complete an Educational Request Form.
- Determine the level of importance first by determining whether education is required. Do your own research. There are 6 primary regulatory areas for healthcare education:
  1. OSHA
  2. Regulatory Bodies (e.g. Joint Commission/ AAAHC/ AAAASF)
  3. CDC/Infection Control
  4. CMS/Medicare/Medicaid
  5. State/Federal Regulations

Additionally, your organization will have its own bylaws, operating procedures, and strategic initiatives that may require education.

- **ASSUME NOTHING!** There are many common misconceptions regarding required education. When you receive an educational request, determine whether education is required, which regulatory agency requires education, and how often education must be completed.
Thank you for the opportunity to receive a scholarship!
I hope the information presented today was of interest and assistance to you. Please feel free to contact me at elizabeth.maisel@tuality.org if you have any questions.