



ANPD White Paper:
Role of Nursing
Professional
Development in
Helping Meet Institute
of Medicine's Future of
Nursing
Recommendations

2013

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Authored by
the ANPD
Public Policy
Committee

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Role of Nursing Professional Development in Helping Meet Institute of Medicine's Future of Nursing Recommendations

Preamble:

The Robert Wood Johnson Foundation's Initiative on The Future of Nursing at the Institute of Medicine (IOM) (Committee, 2011) was formed with the goal of identifying ways to transform the nursing profession to meet the challenges of a complex and rapidly changing health care system. The report on their findings was released in 2010. The committee made several recommendations regarding the education and training of both pre-licensure and established nurses throughout their career. The emphasis was on importance of preparing students for a career in nursing at the associate, baccalaureate and graduate levels. Equally important, the committee recognized that the recruitment and retention of well prepared nurses across the healthcare continuum depends on providing nurses with opportunities to improve competencies and skill. The complexity of the current healthcare system requires increasing specialization of nurses. Nurses who are initially well prepared and continue to develop professionally throughout their career are a key factor in obtaining positive patient outcomes. Finally the committee underscored the crucial element that nurses who are mentored and educated are prepared to assume leadership positions within healthcare systems or organizations where they are the largest segment of caregivers.

Introduction:

The National Nursing Staff Development Organization (NNSDO), which is now known as the Association for Nursing Professional Development (ANPD), advances the specialty practice of nursing professional development for the enhancement of healthcare outcomes (NNSDO, 2010). The Nursing Professional Development (NPD) specialist can plan a pivotal role in helping organizations and individuals meet the IOM recommendations. This paper will provide specific suggestions in each of the eight major IOM recommendations for how the NPD specialist can help meet those recommendations.

The five areas identified in the domain of responsibility in the *Scope and Standards of Practice for Nursing Professional Development* (American Nurses Association [ANA] and National Nursing Staff Development Organization [NNSDO], 2010) will provide the framework for the suggested activities. These are:

1. Career Development Responsibilities
2. Education Responsibilities
3. Leadership Responsibilities
4. Program Management Responsibilities
5. Compliance Initiative Responsibilities

The strategies outlined in this white paper are suggested actions that NPD educators can implement. The strategies are designed to demonstrate a variety of ways to help meet the IOM recommendations – NPD educators can select ones that are appropriate for their current setting and role.

Successful collaboration requires that nursing and its members respond to diversity by recognizing, assessing, and adapting the nature of working relationships with individuals, populations, and other health professionals and health workers. These efforts also extend to

relationships within nursing and between nursing and representatives of the public in all environments where nursing practice may occur (ANA, 2010b, p.7)

Definitions:

Collaboration - a professional healthcare partnership grounded in a reciprocal and respectful recognition and acceptance of: each partner's unique experience, power, and sphere of influence and responsibilities; the commonality of goals; the mutual safeguarding of the legitimate interest of each party; and the advantage of such a relationship (ANA, 2010a, p. 64)

Interprofessional collaborative practice – when multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care (World Health Organization [WHO], 2010. p. 7)

Interprofessional education – when students from two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes (WHO, 2010, p. 7).

Residency Program (RP) - A program established to support the development of new nurses. Residency Programs seek to establish clinical competence, provide emotional support through transition, and facilitate recruitment and retention of strong nurse beginners. RPs include strategies such as extending orientation time, creating a mentoring relationships, active reflection, and structuring education or didactic sessions

Nursing Professional Development – The lifelong process of active participation by nurses in learning activities that assist in developing and maintaining their continuing competence, enhance their professional practice and support achievement of their career goals (ANA & NNSDO, 2010).

Recommendation Responses:

IOM Recommendation 1: Remove scope-of-practice barriers. Advanced practice registered nurses should be able to practice to the full extent of their education and training.

Nursing professional development leadership activities to support this recommendation:

- Work with institutions to ensure policies are in place to allow nurses to practice to their full extent of education & training.
- Support public policies that expand the role and scope of nursing practice relative to the delineated competencies of their level of education. (NNSDO, 2010).

IOM Recommendation 2: Expand opportunities for nurses to lead and diffuse collaborative improvement efforts. Private and public funders, health care organizations, nursing education programs, and nursing associations should expand opportunities for nurses to lead and manage collaborative efforts with physicians and other members of the health care team to conduct research and to redesign and improve practice environments and health systems. These entities should also provide opportunities for nurses to diffuse successful practices.

Nursing professional development career development activities to support this recommendation:

- Partner with nursing programs to provide guest lecturing opportunities for nurses across the continuum.
- Coach nurses in the peer interviewing process.
- Encourage clinical advancement models, such as clinical ladders and multidisciplinary orientation pathways.
- Promote practices that reflect healthy patterns of living, foster development, and support self-defined goals of individuals (ANA, 2010a, p.23).

- Collaborate with providers from diverse backgrounds to implement and integrate plans (ANA, 2010, p38).
- Practice multidisciplinary inclusion in educational planning, presenting, and evaluating.
- Partner with others to affect change and generate positive outcomes (ANA & NNSDO, 2010).
- Support and collaborate in efforts for multidisciplinary events (e.g. grand rounds, education offerings, health fairs, etc).
- Encourage and support translation of research into practice.
- Mentor nurses to conduct research through all levels of nursing including the bedside throughout all levels of practice and practice settings.

Nursing professional development education activities to support this recommendation:

- Promote interdisciplinary team learning, team competency assessment & team evaluation (e.g. simulation, class offerings, grand rounds, disaster preparedness, etc).
- Practice interdisciplinary inclusion in educational planning, presenting, and evaluating.
- Market education programs to diverse stakeholders.
- Manage grand rounds to include multiple disciplines.
- Promote education councils with organizational-wide representation.
- Communicate education resources for career advancement and role transition.
- Share knowledge and resources across disciplines.
- Encourage interdisciplinary scholarly sharing activities (research, article clubs, etc).

Nursing professional development leadership activities to support this recommendation:

- Encourage and facilitate appointment of nurses who will participate on boards and committees across the continuum of healthcare (to include organization, local, regional and national levels).
- Consult across interdisciplinary lines.
- Create interdisciplinary task forces to fill educational gaps.
- Encourage shared governance.
- Promote conflict management and engagement (ANA & NNSDO, 2010, p 57).
- Participate in building consensus, group process and negotiation techniques (ANA & NNSDO, 2010, p 57).
- Engage in teamwork and team building processes (ANA 2010a, p 57).
- Embrace differences, recognizing that learning is multicultural, interdisciplinary and multigenerational.
- Develop educational partnerships and coalitions.
- Create committed partnerships in making policy, directing and evaluating clinical care, and leading organizational operations (ANA, 2010a, p.5).

Nursing professional development program management activities to support this recommendation:

- Align the Professional Development strategic plan to be inclusive of other disciplines and assure that it aligns with organizational mission, vision, and goals.
- Facilitate academic partnerships.
- Promote nursing participation in diverse learning activities (e.g. regional disaster drills, orientation, competency development, community outreach, simulation, research, patient education programs).

- Support interdisciplinary research activities which contribute to evidence-based practice
- Document, plan, and communicate collaborative endeavors (ANA & NNSDO, 2010).
- Encourage inclusiveness by disseminating and translating research findings through activities such as presentations, consultation, educational programs, courses, activities, journal clubs, and use of other media (NNSDO, 2010).

Nursing professional development compliance initiative activities to support this recommendation:

- Encourage partnerships in policy & procedure development.
- Actively participate in program development and continuous performance improvement activities.
- Serve as interpreters of compliance and regulatory measures of performance.
- Support research activities that align with the organizational strategic plan (ANA & NNSDO, 2010).

Recommendation 3: Implement nurse residency programs. State boards of nursing, accrediting bodies, the federal government, and health care organizations should take actions to support nurses' completion of a transition-to-practice program (nurse residency) after they have completed a prelicensure or advanced practice degree program or when they are transitioning into new clinical practice areas.

Nursing professional development career development activities to support this recommendation:

- Conduct ongoing needs assessments, plan, and implement a developmental career trajectory to guide a new graduate's transition into clinical practice.
- Create systems and programs to welcome, connect, and promote new graduates' socialization into the profession.

- Design and implement mentoring programs.
- Design and prepare preceptors to teach and support new graduates.

Nursing professional development education activities to support this recommendation:

- Conduct ongoing needs assessments, plan, implement, and evaluate education and training programs.
- Conduct ongoing competency assessment and validation and implement programs to address identified needs.

Nursing professional development leadership activities to support this recommendation:

- Prepare, forecast and advocate for the budgetary resources required to support class time, protected preceptor preparation time, coaching and weekly time for reflection.
- Evaluate and share outcomes to include orientation status, time, and measures of productivity, competence, transition progression, and retention.
- Support seamless career transitions with both organizations and institutes of higher learning.
- Support policies that promote research-based educational preparation of the nurse workforce (NNSDO, 2010).

Nursing professional development program management activities to support this recommendation:

- Create communication forums to meet with nursing management.
- Work with leadership to establish performance evaluation criteria and identified remediation needs to best support a successful transition into practice.

- Encourage regular meetings among nurse leadership to ensure program integrity.

Recommendation 4: Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020. Academic nurse leaders across all schools of nursing should work together to increase the proportion of nurses with a baccalaureate degree from 50 to 80 percent by 2020. These leaders should partner with education accrediting bodies, private and public funders, and employers to ensure funding, monitor progress, and increase the diversity of students to create a workforce prepared to meet the demands of diverse populations across the lifespan.

Nursing professional development career development and education activities to support this recommendation:

- Encourage nurses to consider a BSN as a viable opportunity.
- Help nurses consider the benefits of obtaining a BSN, such as classes, posters, e-modules, e-mails, talking points for meetings etc..
- Provide information to include program types to consider, accredited universities they may want to consider, types of learning environments to consider (classroom distance, blended etc), and resources available for BSN completion.
- Offer career counseling, as well as encouraging and mentoring nurses through a BSN program.
- Work with local institutions of higher learning to provide college credit for nursing professional development opportunities.
- Coordinate study groups.
- Connect nurses who are completing their BSN for support.

Nursing professional development leadership activities to support this recommendation:

- Mentor/support BSN completion students.

- Provide BSN completion students with the preceptors and clinical projects needed to complete their education.
- Form affiliation agreements with institutions of higher learning.
- Publicly celebrate the BSN completion graduates (examples include recognition boards, nurses' week celebrations, special pins, graduation parties, etc).
- Advocate for additional pay for BSN nurses.
- Advocate for additional perks for BSN nurses (precepting, charge positions, committee membership, ladder steps, education opportunities, etc).
- Work with facility leadership to develop administrative structure standards that advocate BSN and above hiring, especially in leadership & education roles.
- Work with facility leadership to ensure they see the benefit and value of a BSN workforce.
- Work with academic partners to design program admission standards that remove or ameliorate common barriers of entry to BSN programs.

Nursing professional development program management activities to support this recommendation:

- Advocate for healthcare institutions to provide a tuition assistance/reimbursement program or monetary assistance to RNs returning for a BSN.
- Establish relationships with institutions of higher learning to ensure BSN completion is approachable.
- Form partnerships with universities by hosting onsite programs where BSN classes are held at the hospital/facility (either through distance technologies or faculty on site)

- Establish and coordinate internal cohorts where students participating in like programs take the same classes at the same times.
- Work with administration and the university to establish set days for education and ensure staff are not scheduled on those days (or the nights of and before the education day).
- Assign leaders to mentor and support BSN completion students with both content and with troubleshooting issues that arise.
- Work with Information Technology and Support to ensure BSN students have access to the sites necessary to be successful in their education (including firewall access to their university websites).

Nursing professional development compliance initiative activities to support this recommendation

- Monitor scope of practice changes associated with role transition and ensure staff are able to work their full scope of practice.
- Consider Culturally and Linguistically Appropriate Services (CLAS) Standards.
- Work at junior high/high school level to encourage students of diverse backgrounds to consider nursing as a viable profession.
- Consider forming partnerships with institutions of higher learning who draw from a more diverse student population for clinical experiences in order to recruit more diverse nurses.

Recommendation 5: Double the number of nurses with a doctorate by 2020. Schools of nursing, with support from private and public funders, academic administrators and university trustees, and accrediting bodies, should double the number of nurses with a doctorate by 2020 to add to the cadre of nurse faculty and researchers, with attention to increasing diversity.

Nursing professional development career development activities to support this recommendation:

- Mentor and encourage nurses to seek out their doctorate.
- Assist with securing funding, as appropriate, and support/monitor progress.
- Form partnerships supporting workplace-based graduate nurse education programs (NNSDO, 2010).
- Assist nurses in program and degree selection activities.

Recommendation 6: Ensure that nurses engage in lifelong learning. Accrediting bodies, schools of nursing, health care organizations, and continuing competency educators from multiple health professions should collaborate to ensure that nurses and nursing students and faculty continue their education and engage in lifelong learning to gain the competencies needed to provide care for diverse populations across the lifespan.

Nursing professional development education activities to support this recommendation:

- Consider becoming a nursing education contact hour provider to support certification educational activities.
- Facilitate professional meetings, educational offerings, and conferences to support nurse networking and education.
- Continually develop, plan, and initiate activities to support ongoing nursing competencies across the continuum.
- Collaborate with schools of nursing and other institutions of higher learning to provide educational programs and activities that support lifelong learning.

- Promote learning activities that address the needs of diverse populations.
- Encourage and facilitate the participation and engagement of nurses with their professional organizations.
- Integrate simulation as tool for lifelong learning and an approach to interdisciplinary and reflective practice.
- Provide career development mentoring.
- Provide assistance when staff members are experiencing role transition.
- Facilitate and contribute to clinical advancement model.

Nursing professional development career development activities to support this recommendation:

- Promote the development of nursing portfolios that display critical thinking, communication, clinical skills, and reflective practice as a tool for nurses in career and professional development. (Twaddell & Johnson, 2007).
- Facilitate and participate in mentoring and succession planning.
- Encourage nursing as a profession to grow our talent from within and take advantage of current mentoring opportunities. (Barginere, Franco, & Wallace, 2013).
- Mentor nurses to join and participate on committees (local and national), boards and leadership opportunities.
- Mentor and facilitate bedside research and generation and dissemination of professional publications.
- Promote succession planning across the spectrum of care settings.

Nursing Professional Development Leadership Activities to Support This Recommendation:

- Evaluate programs for return on investment (ROI) to support the organization's goals.

- Advocate for budgetary resources to build programs for lifelong learning.
- Collaborate with external organization to create value based products and resources.
- Develop and maintain the skills and abilities to contract to achieve excellent outcomes with maximal ROI for educational investments.

Nursing professional development program management activities to support this recommendation:

- Encourage/facilitate collaborative leadership development programs.
- Establish programs of informal learning (e.g. use of social networking, journal clubs, list serves etc.).

Nursing professional development compliance initiative activities to support this recommendation:

- Develop education programs to support new and existing compliance, regulatory, and legal requirements.

Recommendation 7: Prepare and enable nurses to lead change to advance health. Nurses, nursing education programs, and nursing associations should prepare the nursing workforce to assume leadership positions across all levels, while public, private, and governmental health care decision makers should ensure that leadership positions are available to and filled by nurses.

Nursing professional development career development activities to support this recommendation:

- Identify nurses who display desirable leadership qualities and interest.
- Ensure nurses who display desirable leadership qualities realize that they possess these qualities and encourage them to seek out opportunities to grow leadership skills and advance to leadership positions.

- Provide career counseling for potential leaders.
- Encourage potential leaders by getting them involved in activities for them that grow leadership skills (committees, special projects, positions with leadership opportunities such as charge nurse, nursing supervisor, assistant manager positions etc).
- Encourage potential leaders to advance their education.

Nursing professional development education activities to support this recommendation:

- Assist potential leaders to identify and access appropriate resources to grow their leadership skills (leadership programs, advanced education, scholarships etc).
- Provide continuing education leadership opportunities to develop skills (communication classes, conflict, leadership/management programs).

Nursing professional development leadership activities to support this recommendation:

- Develop, support, and encourage mentoring programs for potential leaders with successful established leaders.
- Encourage reflective practice and comprehensive review of performance (peers, customers, leadership) to enhance and develop knowledge.
- Encourage active participation in professional organizations.
- Advocate for protected time and resources for potential leaders to participate in leadership development opportunities.
- Participate in strategic planning and budgeting that fosters a culture of inclusion that encourages the participation in leadership development for point of care staff.
- Advocate for nurses in executive and governing positions.
- Emphasize a team-based, Interprofessional environment (NNSDO, 2010).

Nursing professional development program management activities to support this recommendation:

- Involve and engage staff nurses in strategic planning.
- Market and promote leadership programs to staff nurses.
- Engage potential nurse leaders in the development and implementation of programs (e.g., conceptualization, design, revenue strategies, expenses, evaluations, etc.).
- Provide tools, mentoring, and guidance to potential leaders so they can assume program management activities.

Nursing professional development compliance initiative activities to support this recommendation:

- Encourage nursing participation in the development of nurse driven protocols, and data gathering.
- Engage point of care nurses in compliance activities and performance improvement planning.

Recommendation 8: Build an infrastructure for the collection and analysis of interprofessional health care workforce data. The National Health Care Workforce Commission, with oversight from the Government Accountability Office and the Health Resources and Services Administration, should lead a collaborative effort to improve research and the collection and analysis of data on health care workforce requirements. The Workforce Commission and the Health Resources and Services Administration should collaborate with state licensing boards, state nursing workforce centers, and the Department of Labor in this effort to ensure that the data are timely and publicly accessible.

Nursing professional development leadership activities to support this recommendation:

- Support policy initiatives that promote data collection and analysis of the nurse workforce (NNSDO, 2010).

- Nursing professional development program management activities to support this recommendation.
- Develop/facilitate facility specific infrastructures for the collection of internal workforce data. This includes, but is not limited to identifying and tracking the demographics of nurses' educational preparation (including licensure, specialty certification, years in practice, advance degrees, etc.).

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