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Problem Identification

- Vacancies for Nursing Professional Development (NPD) Practitioners highlighted the need for a competency based orientation aligning with the ongoing changes that occur within NPD practice.
- There was no orientation competency tool for new NPD Practitioners which created a gap in their onboarding process.
- Setting is a large metropolitan academic medical center across six campuses consisting of forty NPD practitioners.

Evidence Review

- There is a lack of recent evidence in the literature defining the orientation process for the NPD practitioner.
- Literature found to be most relevant: "Developing an orientation program for a nurse educator," Kotecki and Eddy (1994) describes how an educator task force developed and implemented goals, competencies, documentation worksheet, and a resource manual for a nurse educator orientation program.
- Limited literature exists describing an orientation program for academic nursing faculty (Hutchinson, et al., 2011; Baker, 2010).

Methods

- A task oriented skills checklist was transitioned to a competency based tool for the orientation of the NPD practitioner.
- The tool which describes NPD competencies was developed and aligned with the Nursing Professional Development Scope and Standards of Practice (2010) and then updated to reflect the 2016 revisions.

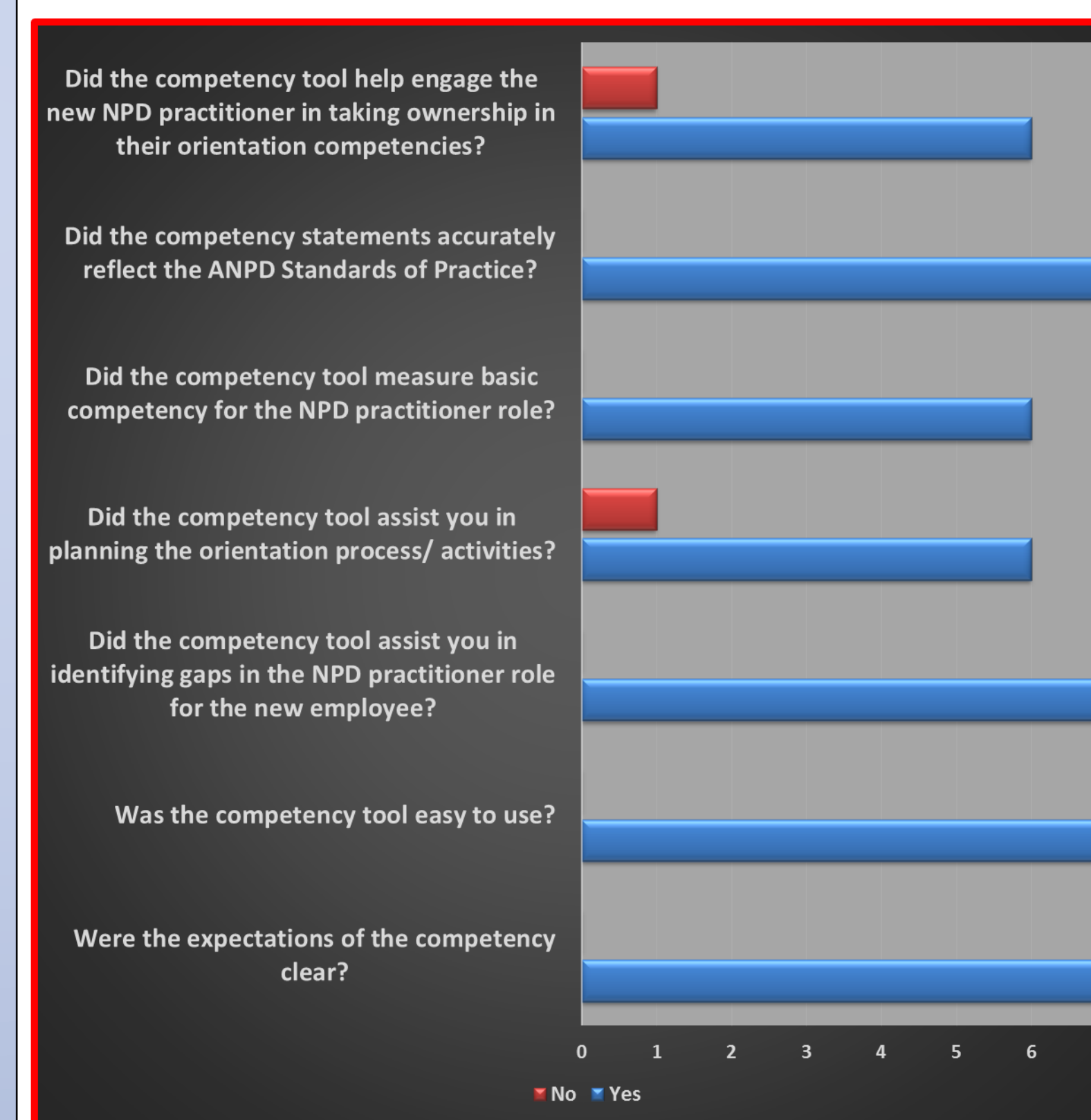
COMPETENCY STATEMENT	ANPD STANDARD OF PRACTICE	METHOD OF VERIFICATION	DATE COMPLETED	SIGNATURE
1. Identify the philosophy, organizational structure and educator roles and responsibilities within the Division of Nursing Education <ul style="list-style-type: none"> • Meet with key stakeholders in the department. • Review roles and responsibilities. • Describe major department functions. 	Assessment of Practice Gaps	Verbalization		
2. Develops and implements an educational activity. <ul style="list-style-type: none"> • Utilize adult learning process in developing program. • Plans education activities based on assessment data and target audience. • Develops objectives that are relevant, realistic and measurable. • Define expected outcome metric (s) that reflect program impact. • Incorporates teaching/learning strategies to address identified needs and desired outcomes • Collaborate with subject matter experts to plan educational activity. • Identified qualified presenters for educational activities. • Uses evidence based resources/materials in presentation. • Creates and document lesson plan • Presents educational activity: <ul style="list-style-type: none"> ○ General orientation content 	Assessment of Practice Gaps Identification of Learning Needs Outcomes Identification Planning Implementation Coordination Facilitation of Positive Learning and Practice Environment Evaluation	Demonstration		

- Over an eighteen month period, eleven new NPD practitioners utilized the tool to guide their orientation to their role.
- An evaluation of the tool via electronic survey was completed by the new NPD practitioners' preceptors.

Results

- There was a positive response from the NPD practitioners' preceptors as well as from the novice NPD practitioners. They felt that this tool increased confidence of what was achieved during the orientation period and also provided them with a framework for continued development in their role.

NPD Practitioner Competency Tool Evaluation



- Feedback/Comments:
 - "It is a great tool. It really guides the preceptor how we drive the orientation of our new educators."
 - "This tool was also useful to identify areas for growth and goals following the orientation process. Thanks!"

Implications for NPD Practice

- Provides a foundation for NPD practice in alignment with ANPD Scope and Standards.
- Creates structure for role development.
- Enhances consistency in orientation process for new NPD practitioners.
- Reinforces the significance of ANPD Scope and Standards into NPD practice.
- Facilitates competency validation of NPD practitioners new to the role.



References

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