

## WNA UPDATES for APUs

Quarter 1, January 2023

Please review important updates and information below. ANCC information has purple headers. WNA information has blue headers.

### 2022 NARS INFORMATION DUE FEBRUARY 15, 2023

NARS Data Entry & Attestation Deadline:

- ✓ The FINAL deadline to have 2022 data entered in NARS (complete, correct, and with the Program Summary attestation signed by the Primary Nurse Planner) is February 15, 2023.
  - This is required for your data to be included in our report to ANCC.
  - APUs that do not complete / attest to 2022 NARS data by this date will no longer be “in good standing” with ANCC and a \$250 reinstatement fee will be incurred.

Resources:

- ✓ NARS resources are found at: <https://www.wisconsinnurses.org/nars-mandatory-reporting-system-for-approved-providers/>
- ✓ Quick reference: <https://www.wisconsinnurses.org/wp-content/uploads/2022/01/NARS-Information-from-ANCC-Website-v-Jan-2202.docx>
- ✓ NARS Data Base can be accessed at: <https://nars.nursecredentialing.org/ActivityView.aspx?t=app>

Other Information:

- ✓ Per ANCC: If you have any NARS questions or problems, contact your WNA directly, do not contact ANCC.
- ✓ Be sure all data is entered before the Primary Nurse Planner completes the Program Summary attestation.
- ✓ Using Excel Spreadsheet to create a tab delimited file? WNA website contains the same Excel file as the ANCC website.
- ✓ **Unsure about how to enter a specific course type?** Go to the [NARS User Manual](#), PDF page numbers 4-5 and PDF page numbers 20-23. (PDF page numbers are found at the top of the PDF frame and differ from the page numbers in the manual.)
  - **FAQ:** If a course is held multiple times for multiple audiences, then each instance is reported as a separate activity.

Clarification on categories, if needed:

- Course = Live in Person; Recorded sessions presented at specific time to as live audience; Blended learning.
- RSS = Regularly Scheduled Series
- Internet Live Course = Live Webinar; Other Internet Live Formats
- JC = Live Journal Club (also includes live book clubs)

- Internet Enduring Material = Recorded webinar; Other Internet Enduring Material Formats
- Enduring Material = Printed / DVD / other media self-study
- Other = Categories as listed in NARS

Mary Kay is available to answer NARS questions. You are welcomed to or email. Email will most likely produce a faster return communication.

### WELCOME FORMER ONA APPROVED PROVIDERS AND THANK YOU TO ALL WNA PROVIDERS

In November 2022, WNA had the opportunity to “adopt” 17 APUs. Current resources were carefully considered. WNA has lost over 10 Approved Providers to joint accreditation, mergers, and program cuts in the past three years, so we had room to grow. Other Accredited Approver Units (AAUs) have also seen these trends in this timeframe. Over 50 APUs requested consideration for transfer to WNA.

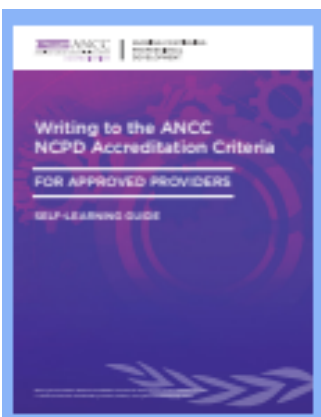
(The WNA CEAP Program analyzes this data on APU changes: Reasons for an APU loss; trends in these reasons; Number of APU changes per year; whether a loss could have been prevented by WNA.)

Our new APUs vary in size, type of organization, and length of time the APU has been in existence. I am excited to expand our PNP group – the result is more PNPs with a variety of experiences who can share best practices with each other.

**I would like to thank ALL WNA Approved Providers for all you do to continuously strive for excellence in education!**

### ANCC WRITING GUIDE IS A VITAL RESOURCE

**“American Nurses Credentialing Center. (2021). Writing to the ANCC NCPD accreditation criteria self-learning guide. Silver Spring, MD: Author”** is a vital reference for APUs.



Called the “ANCC Writing Guide” or “The Purple Book” for short, **ANCC has cited this reference frequently in 2022.**

The WNA [“Education Planning & Documentation Form, Template 2”](#) was created in December, 2022 to follow the order of the criteria listed in this ANCC resource.

Another less referenced but important resource: “American Nurses Credentialing Center. (2015). 2015 ANCC Primary Accreditation Provider Application Manual. Silver Spring, MD: Author.

You can find the ANCC Writing Guide on the WNA website [From the Approved Provider Self-Study Application Page](#) or [From the WNA CEAP Resources Page](#).

## WHAT'S NEW ON THE WNA WEBSITE?

The following resources have been added since October, 2022:

- [Learning Outcomes vs. Objectives with Examples](#)
- [Calculating Contact Hours \(Includes CH Rounding Table\)](#)
- Essential Concepts – Standards for Integrity and Independence [40 min Video](#) + [Handout](#)  
(To better understand concepts related to relevant financial relationships)
- What's New in 2022 – Standards for Integrity and Independence [30 min Video](#) + [Handout](#)  
(For experienced NPs who understand the concepts related to relevant financial relationships)
- [Example Documents: Agenda, Certificate, Disclosure to Learners](#)

## REVIEWING ENDURING MATERIALS

*from the ANCC Accredited Approver Program Director Update, December 2022*

Accredited Providers and Approved Providers "must review content of an enduring material at least every three years or more frequently if there are new developments in the content field" (ANCC, 2021, p13).

## CRITERION SPOTLIGHT: SC1

*from the ANCC Accredited Approver Program Director Update, December 2022*

### NCPD Accreditation Program Criteria Spotlight for Providers

"This month we will focus on self-study criterion Structural Capacity 1. SC1. The Primary Nurse Planners' commitment to learner needs, including how Provider Unit processes are revised based on aggregate data which may include but is not limited to individual educational activity evaluation results, stakeholder feedback (staff, volunteers), and learner/customer feedback.

The quality improvement framework of the Donabedian triad (structure, process, outcome) is the basis for the NCPD Accreditation Conceptual Framework© (Donabedian, 1966). The accreditation criteria are organized by the domains in Donabedian's framework. Structural Capacity focuses on the commitment, accountability, and leadership of the Provider Unit. The Primary Nurse Planner (PNP) is accountable for demonstrating a commitment to learner needs and is to provide a narrative and specific example of that process in Structural Capacity 1. The ability of the PNP to be committed to learner needs is key to the success of the PU. One must demonstrate how aggregate data is used to revise PU processes based on identified learner needs.

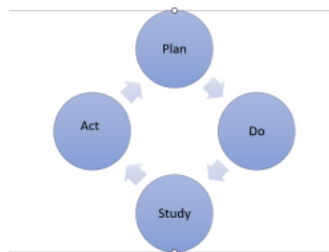
### Scenario

As a PNP in a multi-focused organization, John is committed to the learners he serves. He examines data from leadership, Nurse Planners, and learners. He discovers there have been multiple requests by learners and leadership to offer activities that meet the needs of nurses in the Ambulatory Care Unit. The Ambulatory Care Unit is across town and the learners are requesting 15–30-minute live activities before their shift begins on content specific to the topics covered on the Ambulatory Care Nursing Certification (AMB-BC™) exam. John brings these requests to the monthly PU meeting with his Nurse Planners. The Nurse Planners discuss these requests and John realizes that there must be a change to provider unit processes to meet these needs based on the data in the table below.

	Inpatient	Ambulatory Care
Nurse Planners	20	0
Rooms for live activities	15	Unsure
# Of live activities in last 12 months	100	1
# Of learners who attended live activities	1500	4
% Of learners who have accessed the LMS in the last 12 months	85%	5%

Examining the provider unit process, he realizes that the nurse email database he has been given for advertising LMS offerings only includes inpatient nurses and that although there were live offerings the ambulatory care nurses may have liked to attend, they did not know about the offerings. He also realized that he had not considered the ambulatory setting in his Nurse Planner recruitment efforts over the last year. Provider unit processes need to be revised on how LMS offerings are advertised, how live events are shared with Ambulatory Care, and how Nurse Planners are recruited.

John is going to implement a quality improvement process using the PDSA model to address these structural needs.



**Plan:** Realizing that it may take time to secure a Nurse Planner and have the capacity to meet learner needs with live activities, John searches the LMS and discovers that last year there was a Nurse Planner who created 3 activities that are relevant to the needs of the ambulatory care nurses. He worked with IT to add the ambulatory care nurse emails to the database he uses to email nurse learners. He also worked with the Nurse Manager to assess where live activities can be held for the ambulatory care nurses in the ambulatory care center and developed a plan to have IT install a monitor in the room to have any live activity that can be broadcast from the inpatient setting made available to the ambulatory care nurses.

**Do:** John attended the monthly unit meeting of the Ambulatory Care Nurses and shared how to access the LMS and the activities. He brought the position description of Nurse Planner and explained the role, three nurses expressed interest in becoming Nurse Planners. He also taught the nurses how to access live events via the new monitor in their breakroom and discussed the schedule for the next 6 months.

**Study/Act:** In the next 6 months, John will collect data on the number of Ambulatory Care nurse learners accessing live and LMS activities from the provider unit. In addition, he will begin the Nurse Planner orientation for the ambulatory nurses interested in the position. Based on this assessment, he will review this data and then plan accordingly to revise provider unit processes as needed.

In the self-study, John wrote a clear process narrative that included how he uses the quality improvement method of Plan, Do, Study, Act in his commitment to learner needs and to revise provider unit processes based on aggregate data. He then provided a specific example of his work with the learners in the ambulatory care unit.”

*If you have questions about this ANCC example of demonstrating SC1, questions about any item in this update, or suggestions on how to improve WNA updates, please contact Mary Kay via [wnanprl@wisconsinurses.org](mailto:wnanprl@wisconsinurses.org). Thank you!*

### January 2023 - Current WNA Providers

Aspirus, Inc.	Health Care Education & Training, Inc.	ProHealth Care
Bellin College	Holland Hospital	Respecting Choices
Bellin Health	Hurley Medical Center	Rochester Community & Technical College
Beloit Health System	Kent County Health Department	Schneck Medical Center
CentraCare	Lansing Community College Nursing Program	Silver Cross Hospital
Children's Wisconsin	LeadingAge Michigan Educational Foundation	Sparrow Health System
Community Health Network	Mary Free Bed Rehabilitation Hospital	The Queen's Medical Center
Concept Rehab Inc.	McLaren-Northern Michigan	TriHealth
Corewell Health South	Mercyhealth	Trinity Health Michigan
Corewell Health West	Michigan Institute for Care Management and Transformation	Unity Point Health
Covenant HealthCare - NCEC	Munson Medical Center	University of Michigan Health-West
Edward-Elmhurst Health	NorthShore University HealthSystem	UW Health (Madison, WI)
Forensic Nursing Network, Inc.	NorthStar Institute	UW Health Northern Illinois
Froedtert & the Medical College of Wisconsin	Northwest Community Healthcare	Waukesha County Technical College
Health Care Association of Michigan (HCAM)	Pine Rest Christian Mental Health Services	Wisconsin Association for Perinatal Care