INTERNATIONAL FEDERATION OF NURSE ANESTHETISTS

Recommendation on Continuous Professional Development (CPD)

A Model for Continuing Professional Development

Professionalism is both a state of mind and commitment to action. In order to provide the quality in anesthesia service needed in the 21st century, basic preparation of the nurse anesthetist includes knowledge, skills and attitudes appropriate to accomplish performance within the scope of practice. In an ever changing healthcare environment, the professional also commits to life- long learning and development. These recommendations are intended to serve as a guide to establish formal or informal continuing professional development for the individual and/or national professional organization. A description of the professional roles is part of this document. CPD activities should be aligned specifically to *"Standards of Education, Practice, Monitoring and Code of Ethics."*[1].

Definition of Continuing Professional Development

Continuing professional development (CPD) is defined as a commitment to structured knowledge and skill enhancement for personal and professional competence. It is the conscious updating of professional knowledge and improvement of professional competence throughout a person's working life. It is a commitment to being professional, keeping up to date and continuously seeking to improve. CPD should be engaging, informative and progressive and must embrace evidenced based practice. CPD is the key to optimizing professional competencies.

Continuing Professional Development in the health care system

The only reliable factor in healthcare is that the need to expand services will continue. Today, learning is a core requirement in many work organizations and at many work places; its importance will further increase in the future.[2] CPD for healthcare professionals is an important strategic instrument for improving health. In order to meet actual demands and challenges in ever expanding technology and healthcare delivery, it is part of health care providers' responsibility to participate in life-long learning (LLL).

IFNA identifies CPD as a way of maintaining standards of care; improving the health of the nation; and recruiting, motivating, and retaining high quality staff.[3]

IFNA and Continuous Professional Development

IFNA is committed to the belief that the nurse anesthetist is accountable to the public provide quality patient care. IFNA therefore promotes continuing professional development as a part of life- long learning following completion of basic education in anesthesia. CPD consists of any educational activity which helps to maintain, develop or increase knowledge, problem-solving, technical skills or professional performance with the goal that nurse anesthetists will provide updated anesthesia care based on available evidence. CPD includes formal activities such as courses, conferences, workshops and self directed activities such as preceptorship and directed reading.

Effects of CPD

CPD promotes and enhances change in knowledge, practice and skills. To specifically address and measure CPD strategies, "Educational meetings alone or combined with other interventions, can improve professional practice and healthcare outcomes for the patients. The effect is most likely to be small and similar to other types of continuing medical education, such as audit and feedback, and educational outreach visits. Strategies to increase attendance at educational meetings, using mixed interactive and didactic formats, and focusing on outcomes that are likely to be perceived as serious may increase the effectiveness of educational meetings. Educational meetings alone are not likely to be effective for changing complex behaviors."[4,5]

IFNA recommends to design CPD-activities, which address professional's specific needs with multiple didactic and especially interactive formats. For more details, see page 5, *"Conceptual framework for nurse anesthesia practice"*.

Characteristics of Continuing Professional Development

In many ways, continuing professional development in anesthesia is life-long learning (LLL) it consists of:

- Formal Learning: Courses, workshops, seminars, etc. This type may be mandatory by professional organizations for maintenance of credentials. (Certification, recertification)

- Informal Learning: Professional provider acquires attitudes, skills, knowledge, and values from daily experiences, environmental influences and resources in the work setting.

Suggested Components of a Continuing Professional Development Process

1. Needs Assessment f.x. via the Conceptual framework for nurse anesthesia practice
2. Purpose/Goals of Educational Offering
3. Objectives of Offering
4. Teaching Methods
5. Faculty
6. Verification of Attendance
7. Evaluation

Content and Types of CPD Offerings

The content of the continuing professional development offering must be relevant to nurse anesthesia education, administration, research or clinical practice. It should provide knowledge, skills, and abilities beyond the basic level of preparation for a nurse anesthetist. Keep in mind, that performance change is also dependent on refreshing, relearning or adapting basic competencies to new practice settings or situations.

Examples of continuing professional development offerings:

1. Educational programs: An educational offering that is planned, organized having a common theme and overall purpose.
2. Inservice program: Ongoing employer offered educational activity intended to assist the nurse anesthetist to acquire, maintain or increase competence in anesthesia practice.
3. Provider-directed independent study: Self-paced learning from online/ mailed material.
4. Research in anesthesia related field: Scientific investigation having impact on anesthesia education or practice
5. Simulation
6. College or university courses: Course as described in course description must be relevant to anesthesia practice or necessary for career advancement.
7. Publication of an original article
8. New clinical experience: A new anesthetic experience or technique that was not part of basic education

Conceptual framework for nurse anesthesia practice

To focus any educational activity, professional competencies and/ or roles are necessary, to align specific contents and instructional designs. IFNA understands the CanMEDS Role model[6] as the conceptual framework behind Standards of Education, Practice, Monitoring and Code of Ethics.
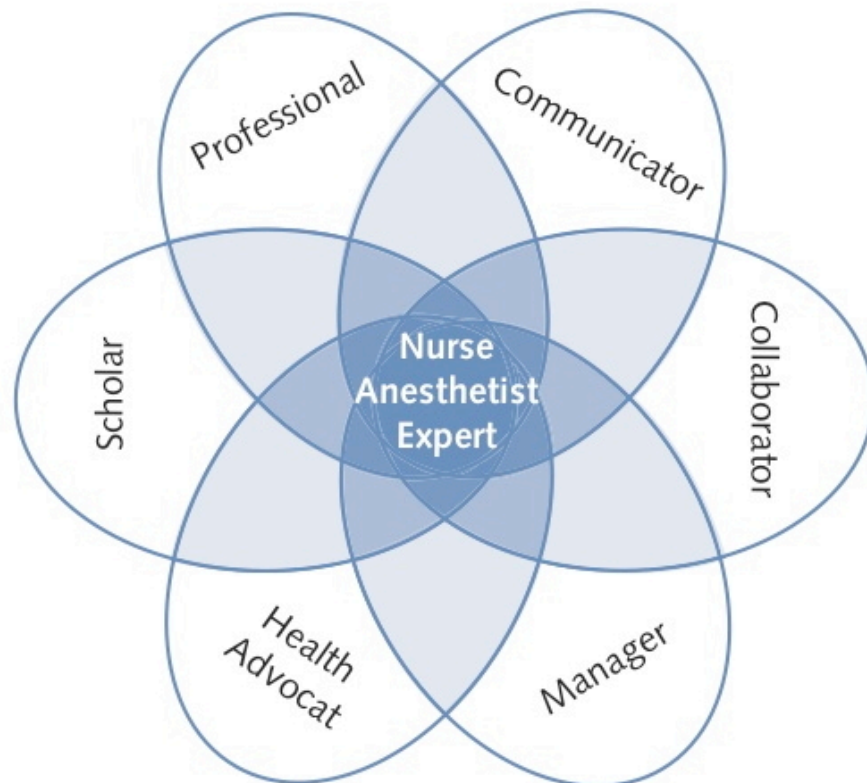
Reference[1]

Conceptual frameworks represent ways of thinking about a problem or a study, or ways of representing how complex things work. They can come from theories To describe the different roles and responsibilities of nurse anesthetists as a professional, the IFNA has adopted and adapted the well-known CanMEDS competency framework:. The CanMEDS competency framework was initially developed by the Royal College of Physicians and Surgeons of Canada in 1996 to describe the core knowledge, skills and abilities of specialist physicians. CanMEDS identifies and describes seven different roles of a competent physician that together lead to optimal health and health care outcomes: Nurse Anesthetist Expert (central role), Communicator, Collaborator, Manager, Health Advocate, Scholar and Professional. CanMEDS has been widely adopted worldwide within medicine in general and within other healthcare professions.

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[1] Adapted from the CanMEDS Physician Competency Diagram with permission of the Royal College of Physicians and Surgeons of Canada. Copyright © 2009.

Role Definitions

With permission of the Royal College, the IFNA has modified the CanMEDS physician competency framework for nurse anesthetists.[7]

Anesthesia Expert

Definition: As Anesthesia *Experts*, *nurse anesthetist* integrate all of the CanMEDS Roles, applying medical and nursing knowledge, clinical skills, and professional attitudes in their provision of patient-centered care. Anesthesia Expert is the central nurse anesthetist Role.

Communicator

Definition: As *Communicators*, *nurse anesthetists* effectively facilitate the nurse-patient relationship and the dynamic exchanges that occur before, during, and after the anesthesia care encounter.

Collaborator

Definition: As *Collaborators*, *nurse anesthetists* effectively work within the healthcare team to achieve optimal patient care.

Manager

Definition: As *Managers nurse anesthetists* are integral participants in healthcare organizations, organizing sustainable practices, making decisions about allocating resources, and contributing to the effectiveness of the healthcare system.

Health Advocate

Definition: As *Health Advocates, nurse anesthetists* responsibly use their expertise and influence to advance the health and well-being of individual patients, communities, and populations.

Scholar

Definition: As *Scholars, nurse anesthetists* demonstrate a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of best available evidence upon nurse's knowledge.

Professional

Definition: As *Professionals, nurse anesthetists* are committed to the health and well-being of individuals and society through ethical practice, profession-led regulation, and high personal standards of behavior.

Glossary

Competency: Knowledge, skills, and abilities necessary to perform safely at an expected level of expertise.

Continuing competency: Ongoing professional nursing according to level of expertise based on knowledge, skills and abilities matched to expected outcomes as defined by educational, practice and ethical standards.

Content: Subject matter or information about an educational activity that relates to the learner objective.

Continuing education: Professional learning experiences designed to augment the knowledge, skills, and abilities of the nurse anesthetist and thus enrich the nurse anesthetists 'contribution to quality of anesthesia care globally. Learning activities intended to build on the educational and experiential bases of the nurse anesthetists for enhancement of service offered and career advancement.

Needs assessment: Process of identifying learner needs to ensure the planned activity is relevant to the target audience.

Professional development: Lifelong process of active participation by nurse anesthetists in learning activities that assist in developing and maintaining continued competence, enhancement of professional practice, and support in achievement of career goals.

Standard: A norm that expresses an agreed upon level of excellence that has been developed to lead to criteria for measurement and provide guidance in achieving excellence in education and practice.

References

[1] IFNA Standards of Education, Practice, Monitoring and Code of Ethics. IFNA 2012

[2] Sonnentag S., Niessen C., Ohly S.: LEARNING AT WORK: TRAINING AND DEVELOPMENT. International Review of Industrial and Organizational Psychology 2004: Volume 19: 249

[3] Brown C.A., Belfield C.R., Field S.J.: Cost effectiveness of continuing professional development in health care: a critical review of the evidence, British Medical Journal 2002: 324:652–5

[4] Forsetlund L., Bjørndal A., Rashidian A., Jamtvedt G., O'Brien,M.A., Wolf F., Davis D., et al.: Continuing education meetings and workshops: effects on professional practice and health care outcomes. Cochrane database of systematic reviews (Online) 2009

[5] Davis D, Galbraith R: Continuing Medical Education Effect on Practice Performance. Chest 2009; 135:42S-48S

[6] Frank JR.: The CanMEDS 2005 Physician Competency Framework. The Royal College of Physicians and Surgeons of Canada, September 2005

[7] The IFNA's conceptual framework was adapted from: Frank, JR, ed. The CanMEDS 2005 physician competency framework. Better standards. Better physicians. Better care. Ottawa: The Royal College of Physicians and Surgeons of Canada; 2005. Adapted with permission.

The current recommendations on Continuous Professional Development have been revised as following:

	Revised	Reviewed by
Recommendations on Continuous Professional Development	May 25th, 2012	Practice Committee, Education Committee, Council of National Representatives, IFNA Officers