



CEAU E-NEWSLETTER

Welcome to the third edition of the Continuing Education Approver Unit E-newsletter!

Georgia Nurses Association – Approver is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Continuing Education Approver Unit (CEAU)

The purpose of this newsletter is to keep Georgia nurses updated on the latest accreditation and education news to assist in planning and providing quality nursing education activities.

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Takeaway from the First Ever Nursing Unity Conference in Georgia, October 4-6, 2018.

While attending the Unity Conference co-sponsored by the [United Advanced Practice Registered Nurses of Georgia](#) (UAPRN of GA) and the [Georgia Nurses Association](#) (GNA), Dr. Linda Burnes Bolton, Chief Nursing Officer of Cedars-Sinai Medical Center in California, left us with an important take away. Nurses can have a tremendous impact on shaping Georgia's culture of health by educating political leaders about improved healthcare. Nurses outnumber all other healthcare providers in this state, and we have a great opportunity to leverage those numbers to voice our concerns for Georgia citizens.

Did you know [Georgia has THE WORST maternal-newborn mortality rates in our nation](#)? This is a sad commentary on the apathy of law makers and nurses who feel they have no power to effect change. I lived in Georgia from 1976-1986 and the mortality rate then is exactly the same as it is now. This is unacceptable when you consider we have one of the most robust and resource-rich cities in the nation with Atlanta.

There are over 150,000 nurses in Georgia. If we energized even half a percent of those nurses – 1500 of them – towards consistent legislative education, we could produce a voice that would not be ignored.



Just imagine what nurses could do if they stood together to educate law makers. It is easy for us to think, "I am only one nurse," but imagine if every nurse in Georgia shared a voice demanding adequate healthcare for everyone. There are over 150,000 nurses in Georgia. If we energized even *half a percent* of those nurses – 1500 of them – towards consistent legislative education, we could produce a voice that would not be ignored. We could change legislation that helps move our state from having the most maternal-newborn deaths, to the least.

As educators, we can appreciate the power of disseminating knowledge to individual students. One nurse becomes two and two becomes three. One legislator becomes two and two becomes three. One nursing educator can shape Georgia's culture of health through the students they teach and can have even more impact by seeking out conversations with their political leaders. This goes especially for those nurses in rural areas, the grassroots of Southwest, Southeast, and Central Georgia. Imagine how we can improve the health of our communities with everyone

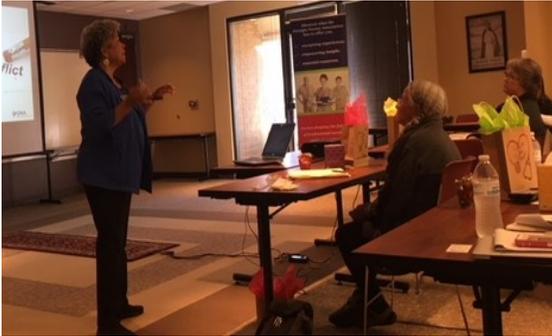
GNA is hosting another annual Pre Legislative Session Workshop on December 8th, complete with 2.5 continuing nursing education contact hours on. Get more information on the GNA website at <https://www.georgianurses.org/events/EventDetails.aspx?id=873578>.

As nurses, we must effect change. In the upcoming year, we hope to offer contact hours for those of you who wish to explore legislative influence. Yes, Atlanta is a long way from the Southeast, Southwest, and Central Georgia, but our mothers and children are worth that trip. Get a caravan going and come make your voice heard in January 2019!

Lynn Rhyne, RN, MN, MNN

GNA CEAU Nurse Peer Review Leader

Volunteer to Become a Nurse Peer Reviewer (NPR)!



What is a NPR?

The NPR...

- Is a licensed registered nurse with a current, unencumbered nursing license (verified) in the state of Georgia.
- Holds a baccalaureate degree or higher in nursing.
- Is a member of the Georgia Nurses Association.
- Has education or experience in the field of education or adult learning and is supportive of the education philosophy of GNA.
- Possesses the relevant knowledge and experience in continuing nursing education to participate in the peer review process.

Would you like to become a NPR?

If you meet these qualifications, please contact Lynn Rhyne, Nurse Peer Review Leader GNA CEAU at rhynelynn@yahoo.com.

Determining a Professional Practice Gap.

This month, we will address the process of performing a gap analysis to determine the difference between what is, and what could or should be, and then submitting an Individual Activity application.

Determining Eligibility and Submitting the Application:

- Submit information to the Nurse Peer Review Leader (NPRL) validating organization's eligibility.
- Eligibility verification has 5 sections; Section 5 must be signed by the Nurse Planner prior to submission.
- Section 6 is the actual application.
- The first step of the application process involves submitting information to the NPRL validating your organization's eligibility to submit an application. This verification comprises the first 5 sections of the Individual Activity Application. Some applicants copy and paste the information into another document and send it independently of the application. But the 6 sections may be submitted in their entirety.
- Nurse Planner has current, unencumbered nursing license from state of practice.
- If organization is identified as commercial entity, it is not eligible to apply.

Section 1: Description of Professional Practice Gap

Professional Practice Gap:

- An opportunity for improvement or problem in practice (Dickerson & Graebe, 2018, p. 5).
- Reflects difference between what learners *currently* know or perform in practice compared to what they *should* know to perform in practice.
- Examine the current situation and the desired state, a professional practice gap will be identified
- Gap analysis is a process that identifies what is happening, why it is happening and what the identified gap for learners is.

Without clear identification of the practice gap at the beginning of the educational activity, there is no realistic way to measure its value. (Dickerson & Graebe, 2018, p. 4). The educational activity is designed to close that gap. Prior to developing an educational activity, it is necessary to identify the gap and determine the reason for its existence. A gap analysis is useful for identifying the difference between current knowledge, skills and/or practice and the desired best practice (ANCC, 2015, p.45).

What is happening?

Assess a situation to determine what is causing a problem to occur. ANPD Scope and Standards of Practice, Standard 1 focuses on assessment of practice gaps to analyze issues, trends and supporting data to determine the needs of individuals, organizations and communities in relation to healthcare needs (NPD, 2016, p. 30).

Determining a Professional Practice Gap (*continued*).

Why is this happening?

Examines what situations exist that are causing learners to have a problem and determines the fundamental cause.

What is the gap for learners?

- Identifies what are learning needs of participants.
- Related to a lack of knowledge (don't know), skill (knows but can't perform) or practice (can't apply knowledge of skills into practice).

How is a need for learning determined?

- Evaluation data from current or past activity assists in determining what learners feel is a problem or need in practice.
- Quality improvement initiatives in healthcare setting.
- National databases.
- Federal guideline changes.
- New policies mandated within a healthcare setting.

How is this professional practice gap validated?

- Resources must be utilized that are evidence-based and current.
- What did you utilize to determine a gap truly exists?
- APA format is preferred when citing resources.
- Resources speakers have utilized are NOT acceptable.

We hope this information has provided insight into identifying a gap in professional practice. We strive to meet your educational needs. We also value input regarding ways we can improve our application forms and processes. The January 2019 edition of the CEAU E-newsletter will address developing learning outcomes and writing them to ensure they are measurable and realistic.

Happy, safe holidays.

Lynn Rhyne, RN, MN, MNN

GNA CEAU Nurse Peer Review Leader