

# Association for Nursing Professional Development (ANPD) Meritorious Academic Partnership (MAP) Designation Program Toolkit





Association for Nursing Professional Development

## Table of Contents

**Overview: Association for Nursing Professional Development and Nursing Professional Development..... 4**

**ANPD’s Meritorious Academic Partnership Designation Program Eligibility Criteria..... 5**

**ANPD’s MAP Designation Program Objectives and Benefits ..... 6**

**Memorandum Template ..... 7**

**MAP Designation Program Frequently Asked Questions ..... 8**

**Checklist for Contact and Follow-up ..... 9**

**MAP Designation Program Sample Curriculum..... 10**

**Gap Analysis Tool ..... 11**

    Standard 1: Assessment of Practice Gaps .....11

    Standard 2: Identification of Learning Needs .....11

    Standard 3: Outcomes Identification .....12

    Standard 4: Planning .....12

    Standard 5: Implementation.....13

    Standard 6: Evaluation .....14

    Standard 7: Ethics .....15

    Standard 8: Education .....15

    Standard 9: Evidence-Based Practice (EBP) and Research .....16

    Standard 10: Quality of Nursing Professional Development Practice.....16

    Standard 11: Change Management.....16

    Standard 12: Leadership.....17

    Standard 13: Collaboration.....17

    Standard 14: Professional Practice Evaluation.....18

    Standard 15: Resource Utilization.....18

    Standard 16: Mentorship/Advancing the Profession .....19

**Crosswalk of MAP Standards and ANPD Products/Resources..... 20**

    Standard 1: Assessment of Practice Gaps.....20

    Standard 2: Identification of Learning Needs.....20

    Standard 3: Outcomes Identification .....20

    Standard 4: Planning .....20

    Standard 5: Implementation.....21

    Standard 6: Evaluation .....21



Association for Nursing  
Professional Development

<b>Standard 7: Ethics</b> .....	<b>22</b>
<b>Standard 8: Education</b> .....	<b>22</b>
<b>Standard 9: Evidence-Based Practice (EBP) and Research</b> .....	<b>22</b>
<b>Standard 10: Quality of Nursing Professional Development Practice</b> .....	<b>22</b>
<b>Standard 11: Change Management</b> .....	<b>22</b>
<b>Standard 12: Leadership</b> .....	<b>23</b>
<b>Standard 13: Collaboration</b> .....	<b>23</b>
<b>Standard 14: Professional Practice Evaluation</b> .....	<b>23</b>
<b>Standard 15: Resource Utilization</b> .....	<b>23</b>
<b>Standard 16: Mentorship/Advancing the Profession</b> .....	<b>24</b>
<b><i>Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis</i></b> .....	<b>25</b>
<b><i>Position Statement Nursing Professional Development Content in the Graduate Nursing Curriculum</i></b> .....	<b>26</b>
<b><i>ANPD MAP Designation Standards and Essentials</i></b> .....	<b>29</b>
<b><i>Self-Study Template</i></b> .....	<b>32</b>
<b><i>MAP Designation Application</i></b> .....	<b>34</b>
<b><i>Practicum Placement Experience/Criteria</i></b> .....	<b>36</b>
<b><i>MAP Designation Program Recommended Textbooks and Resources</i></b> .....	<b>37</b>
<b>Recommended Textbooks</b> .....	<b>37</b>
<b>Additional Resources</b> .....	<b>37</b>
<b>Position Statements</b> .....	<b>37</b>
<b>Discussion Papers</b> .....	<b>38</b>
<b>Reports</b> .....	<b>38</b>

## Overview: Association for Nursing Professional Development and Nursing Professional Development

Many Master's degrees with a concentration in nursing education do not prepare nurses for the nursing professional development (NPD) practitioner role, which requires a unique body of knowledge. The Association for Nursing Professional Development's (ANPD's) Meritorious Academic Partnership (MAP) Designation Program Toolkit is designed to provide resources to help NPD practitioners raise awareness and advocate for inclusion of NPD-specific content in graduate nursing curricula.

The ANPD MAP Designation Program recognizes clinical and academic partners who collaborate to incorporate NPD content into graduate curricula. While ANPD does not provide a standardized NPD curriculum, the MAP program standards delineate elements of a robust NPD curriculum. This designation is available to graduate academic programs and their clinical partner(s) who meet established criteria in alignment with the *Nursing Professional Development: Scope and Standards of Practice* (Harper & Maloney, 2016).

### **The Association for Nursing Professional Development**

ANPD, a specialty nursing organization based in Chicago, IL, advances the specialty practice of NPD for the enhancement of healthcare outcomes. ANPD is an organizational affiliate of the American Nurses Association (ANA) and a member of the Nursing Organizations Alliance. Founded in 1989, as the National Nursing Staff Development Organization (NNSDO), the organization's name was changed in 2012 to align with the name of the specialty it represents. ANPD has approximately 6000 members in all 50 states and from 15 foreign countries. It is governed by a volunteer, elected board of directors.

### **Nursing Professional Development**

NPD is a "specialized nursing practice that facilitates the professional role development and growth of nurses and other healthcare personnel along the continuum from novice to expert" (Harper & Maloney, 2016, p. 6). As a specialty of nursing, NPD is defined by standards, based on research, and is critical to quality patient and organizational outcomes. This nursing specialty is formally recognized by the ANA, which has approved the NPD scope of practice and acknowledged the specialty's standards of practice.

## ANPD's Meritorious Academic Partnership Designation Program Eligibility Criteria

**Eligibility criteria for ANPD's MAP Designation include the following:**

- Graduate nursing program
- Accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission on Education in Nursing (ACEN)
- Adherence to MAP Standards and Essentials for NPD content in curriculum

## ANPD's MAP Designation Program Objectives and Benefits

### Objectives of MAP Toolkit

- Increase awareness of ANPD's MAP Designation Program
- Promote collaborative partnerships between graduate nursing programs and healthcare organizations to support incorporation of NPD-specific content into nursing curricula
- Provide resources related to ANPD's MAP Designation Program

### Benefits of MAP Program Designation

- Recognition as a graduate program/employer of choice
- Improved recruitment of students and healthcare professionals interested in a career in NPD
- Cultivation of NPD excellence through consistent academic preparation that results in enhanced knowledge and skills
- ANPD group rate membership for students enrolled in the designated academic program with full membership benefits
- Recognition from ANPD
  - Letter of MAP designation
  - Email announcement of designation achievement to a database of over 22,000 recipients
  - Organization logo and links on the ANPD website

## Memorandum Template

TO: [Contact's Name]  
FROM: [Your Name]  
DATE: [Date]  
RE: ANPD's Meritorious Academic Partnership (MAP) Designation Program

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Dear **[INSERT CONTACT'S NAME & CREDENTIALS]**,

**[INSERT APPROPRIATE INTRODUCTORY CONTENT]**

Healthcare organizations have a great need for nursing professional development (NPD) practitioners to educate and develop staff to ensure high-quality patient care. Ideally, NPD practitioners should have educational preparation for their specialty practice, but few graduate nursing programs provide content related to NPD. The Association for Nursing Professional Development (ANPD) has developed the Meritorious Academic Partnership (MAP) Designation Program to promote NPD content inclusion in graduate curricula to better meet the workforce needs of clinical partners.

The MAP Designation Program recognizes excellence in the academic preparation of NPD practitioners. By participating in this program, your organization is eligible to become part of an elite group. The MAP Designation program is available to graduate academic programs and their clinical partner(s) who meet established criteria in alignment with the *Nursing Professional Development: Scope and Standards of Practice*. Eligibility criteria for ANPD's MAP Designation Program include the following:

- Graduate nursing program
- Accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission on Education in Nursing (ACEN)
- Adherence to MAP Standards and Essentials for NPD content in curriculum

Benefits of MAP Designation to both academic programs and clinical partners include:

- Recognition as a graduate program/employer of choice
- Improved recruitment of students and healthcare professionals interested in a career in NPD
- Cultivation of NPD excellence through enhanced knowledge and skills
- Letter of MAP designation from ANPD as well as an email announcement of designation to all ANPD members
- Recognition (logo) and links on the ANPD website
- Group rate membership for students enrolled in the designated academic program with full membership benefits

I believe that the MAP Designation Program would be extremely valuable for us. I would like to discuss this exciting opportunity further. I may be contacted via email at [email] or phone at [phone number]. I look forward to hearing from you.

Sincerely,

**[INSERT NAME & CREDENTIALS]**

**[EMAIL]**

**[PHONE]**



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## MAP Designation Program Frequently Asked Questions

**Q. How long must a program be in existence prior to application?**

A. No specified time is required as long as all requirements are met.

**Q. Are graduate certificate programs eligible?**

A. Yes, graduate certificate programs are eligible as long as all requirements are met.

**Q. Can NPD Content be incorporated into existing courses?**

A. Yes, NPD content can be incorporated into existing courses and must be reflected in the course syllabus.

**Q. Are ANPD texts required?**

A. No, ANPD texts are not required. However, content must align with the Nursing Professional Development: Scope and Standards, which is published and distributed exclusively by [ANPD](#).

**Q. Are students who complete MAP designated programs eligible for certification in NPD?**

A. ANCC eligibility requirements must be met for NPD certification. These requirements are delineated on the [ANCC website](#).

**Q. How many credits must be available in a graduate program that offers NPD content?**

A. No credit specification is contained in the MAP criteria. Programs must be accredited to qualify.

**Q. Are online graduate programs eligible for MAP designation?**

A. Yes, online graduate programs are eligible for MAP designation as long as the program has at least one clinical partner offering practicum opportunities for students.



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## Checklist for Contact and Follow-up

Task	Date Initiated	Follow-Up Due Date	Completion Date
Download and review the MAP Toolkit.			
Asses for potential graduate academic programs and/or clinical partners in your geographical area.			
Craft and distribute correspondence (email/memo to potential partners.			
Schedule a follow-up meeting with potential graduate academic programs and clinical partners in your geographical area within 2–4 weeks of first contact.			

## MAP Designation Program Sample Curriculum

### **Principles and Practice of Transformative Nursing Education**

This graduate level course is designed to provide expert nurses with a theoretical foundation to promote excellence in teaching in both faculty and professional development roles. Key curriculum components include but are not limited to the following:

- Learning theories
- Educational design
- Learning domains
- Curriculum content development
- Learning objectives
- Learning outcomes
- Teaching strategies
- Educational technologies
- Interprofessional education (academic and continuing professional development)
- Evaluation

### **Teaching Professional Nurses in the Professional Environment**

This graduate level course is designed to prepare expert nurses who are considering work in nursing professional development (NPD) in a variety of practice settings. This course is taken after completing the Principles and Practice of Transformative Nursing Education course. Key curriculum components include but are not limited to the following:

- NPD practitioner roles
  - Learning Facilitator
  - Change Agent
  - Mentor
  - Leader
  - Champion for Scientific Inquiry
  - Advocate for The NPD Specialty
  - Partner for Practice Transitions
- NPD practitioner responsibilities
  - Onboarding/Orientation
  - Competency Management
  - Education
  - Role Development
  - Collaborative Partnerships
  - Research/Evidence-based Practice/Quality Improvement
- Practicum (40 hours)
  - Project: Development and presentation of an evidenced-based professional development project
  - Reflective Log
  - Preceptor Evaluation

## Gap Analysis Tool

This self-assessment tool is designed to help programs evaluate their readiness to meet MAP criteria and to identify potential gaps that may need to be addressed. This is not an application and should not be submitted to ANPD.

Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
<b>Standard 1: Assessment of Practice Gaps</b> The NPD practitioner analyzes issues, trends, and supporting data to determine the needs of individuals, organizations, and communicates in relation to health care.		Yes No	
<ul style="list-style-type: none"> <li>Projects target audience needs from current issues and trends.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Validates identified needs with key stakeholders.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Prioritizes individual, micro-, and mesosystem needs.</li> </ul>		Yes No	
<b>Standard 2: Identification of Learning Needs</b> The NPD practitioner collects data and information to validate an identified gap in professional practice and to determine the specific knowledge, skill, or practice deficit or opportunity.		Yes No	
<ul style="list-style-type: none"> <li>Collects data systematically and purposefully from a variety of sources.</li> </ul>		Yes No	



Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
<ul style="list-style-type: none"> <li>Assesses knowledge, skill, and practice gaps.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Prioritizes data collection activities.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Uses technologies to facilitate comprehensive assessment.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Uses evidence-based assessment techniques or instruments.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Conducts initial and ongoing assessment of competence.</li> </ul>		Yes No	
<b>Standard 3: Outcomes Identification</b> The NPD practitioner identifies desired outcomes of the educational plan.		Yes No	
<ul style="list-style-type: none"> <li>Develops expected measurable outcomes that reflect competence, learning, and change.</li> </ul>		Yes No	
<b>Standard 4: Planning</b> The NPD practitioner establishes a plan that prescribes strategies, alternatives, and resources to achieve expected outcomes.		Yes No	
<ul style="list-style-type: none"> <li>Prepares content reflective of the expected outcomes and current evidence.</li> </ul>		Yes No	



Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
<ul style="list-style-type: none"> <li>Uses adult learning concepts and instructional design principles when planning an activity.</li> </ul>		Yes No	
<b>Standard 5: Implementation</b> The NPD practitioner implements the identified plan.		Yes No	
<ul style="list-style-type: none"> <li>Implements the plan in a coordinated and timely manner.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Demonstrates respect, equity, and empathy in actions and interactions with diverse learners.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Uses current, evidence-based content specific to the issue or trend to achieve the desired outcomes.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Engages participants in learning activities.</li> </ul>		Yes No	
<b>Standard 5-A: Coordination</b> The NPD practitioner coordinates educational activities and initiatives.		Yes No	
<ul style="list-style-type: none"> <li>Coordinates implementation of an educational plan, including activities and resources necessary to achieve desired outcomes.</li> </ul>		Yes No	
<b>Standard 5-B: Facilitation of Positive Learning and Practice Environments</b>		Yes No	



Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
The NPD practitioner employs strategies to facilitate positive learning and practice environments.			
<ul style="list-style-type: none"> <li>Selects appropriate psychomotor, cognitive, and affective educational content, materials, techniques, and strategies to establish a positive learning environment.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Implements strategies for seamless transitions to practice and between practice settings.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Uses skills and tools appropriately vetted for the culture, literacy, and language of the learners served.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Uses various educational strategies to meet the needs to learners.</li> </ul>		Yes No	
<p><b>Standard 6: Evaluation</b> The NPD practitioner evaluates progress toward attainment of outcomes.</p>		Yes No	
<ul style="list-style-type: none"> <li>Uses valid, reliable, and relevant methods and instruments to measure processes and outcomes.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Involves learners and stakeholders in the evaluation process.</li> </ul>		Yes No	



Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
<p><b>Standard 7: Ethics</b> The NPD practitioner integrates ethics in all areas of practice.</p>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>Incorporates the <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2015a), the <i>Nursing Professional Development: Scope and Standards of Practice</i>, and other relevant standards, guidelines, benchmarks, regulations, and laws to guide practice.</li> </ul>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>Protects the autonomy, dignity, confidentiality, and rights of all individuals involved in the learning process.</li> </ul>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>Performs the role in a non-judgmental, nondiscriminatory, and ethical manner that is sensitive to learner diversity.</li> </ul>		<p>Yes</p> <p>No</p>	
<p><b>Standard 8: Education</b> The NPD practitioner maintains current knowledge and competency in nursing and professional development practice.</p>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>Acquires knowledge and skills appropriate to the specialty area, practice setting, role, and learner diversity.</li> </ul>		<p>Yes</p> <p>No</p>	



Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
<p>Standard 9: Evidence-Based Practice (EBP) and Research</p> <p>The NPD practitioner acts as a champion of scientific inquiry, generating new knowledge and integrating best available evidence into practice.</p>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• Uses the best available evidence to guide practice decisions.</li> </ul>		<p>Yes</p> <p>No</p>	
<p>Standard 10: Quality of Nursing Professional Development Practice</p> <p>The NPD practitioner systematically enhances the quality and effectiveness of nursing professional development practice.</p>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• Uses creativity and innovation to improve the quality of the learning experience.</li> </ul>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• Uses quality improvement processes to enhance NPD practice.</li> </ul>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• Uses current best evidence, new knowledge and skills to initiate change.</li> </ul>		<p>Yes</p> <p>No</p>	
<p>Standard 11: Change Management</p> <p>The nursing professional development acts as a change agent within all settings.</p>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• Assesses readiness for change within the microsystem.</li> </ul>		<p>Yes</p> <p>No</p>	



Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
<ul style="list-style-type: none"> <li>Develops goals for change processes.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Applies improvement processes to effect practice change.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Identified and addresses barriers to change.</li> </ul>		Yes No	
<p><b>Standard 12: Leadership</b> The NPD practitioner provides leadership in the professional practice setting and the profession.</p>		Yes No	
<ul style="list-style-type: none"> <li>Creates and maintains healthy work environments in educational and practice settings.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Collaborates with other stakeholders to ensure educational programs are aligned with organizational goals and strategic plan.</li> </ul>		Yes No	
<p><b>Standard 13: Collaboration</b> The NPD practitioner collaborates with interprofessional teams, leaders, stakeholders and others to facilitate nursing practice and positive outcomes for consumers.</p>		Yes No	
<ul style="list-style-type: none"> <li>Partners with others to effect change and generate positive outcomes.</li> </ul>		Yes No	



Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
<ul style="list-style-type: none"> <li>Collaborates with others in the planning and implementation of lifelong learning activities for individuals and groups of learners.</li> </ul>		Yes No	
<b>Standard 14: Professional Practice Evaluation</b> The NPD practitioner evaluates personal practice in relation to professional practice standards and guidelines, and relevant statutes, rules, and regulations.		Yes No	
<ul style="list-style-type: none"> <li>Applies current standards, guidelines, and relevant rules and regulations.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Interacts with peers and colleagues to enhance personal practice and role performance.</li> </ul>		Yes No	
<b>Standard 15: Resource Utilization</b> The NPD practitioner considers factors related to quality, safety, effectiveness, and cost regarding professional development activities and expected outcomes.		Yes No	
<ul style="list-style-type: none"> <li>Evaluates factors that impact professional development activities and expected outcomes.</li> </ul>		Yes No	
<ul style="list-style-type: none"> <li>Monitors resource allocation and utilization.</li> </ul>		Yes No	



Criterion/Eligibility Requirements	Current State (Describe)	Gap	Action Plan to Address Gap (Describe)
<p>Standard 16: Mentorship/Advancing the Profession</p> <p>The NPD practitioner advances the profession and the specialty through mentoring and contributions to the professional development of others.</p>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• Describes NPD as a specialty.</li> </ul>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• Identifies strategies to recognize the role of the NPD practitioner within the organization.</li> </ul>		<p>Yes</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• Shares knowledge and skills with others through activities such as presentations at meetings, professional conferences, and participation in professional organizations.</li> </ul>		<p>Yes</p> <p>No</p>	

## Crosswalk of MAP Standards and ANPD Products/Resources

Visit the ANPD Online Store for details: <https://www.anpd.org/page/store>

ANPD Standards and Related Competencies	ANPD Products/Resources
<p><b>Standard 1: Assessment of Practice Gaps</b> The NPD practitioner analyzes issues, trends, and supporting data to determine the needs of individuals, organizations, and communicates in relation to health care.</p>	<ul style="list-style-type: none"> <li>• ANPD Quick Reference Guides: <i>Educational Design Series</i></li> <li>• Case de Leonardi, B., &amp; Perron, S. (2018). <i>Getting started in nursing professional development: Focus on the learning facilitator role</i> (5th ed.). ANPD.</li> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> </ul>
<p><b>Standard 2: Identification of Learning Needs</b> The NPD practitioner collects data and information to validate an identified gap in professional practice and to determine the specific knowledge, skill, or practice deficit or opportunity.</p>	<ul style="list-style-type: none"> <li>• ANPD Quick Reference Guides: <i>Educational Design Series</i></li> <li>• Case de Leonardi, B., &amp; Perron, S. (2018). <i>Getting started in nursing professional development: Focus on the learning facilitator role</i> (5th ed). ANPD.</li> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> </ul>
<p><b>Standard 3: Outcomes Identification</b> The nursing professional development practitioner identifies desired outcomes of the educational plan.</p>	<ul style="list-style-type: none"> <li>• Case de Leonardi, B., &amp; Perron, S. (2018). <i>Getting started in nursing professional development: Focus on the learning facilitator role</i> (5th ed). ANPD.</li> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M.G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> <li>• Mitchum, C. (2016). <i>Objectives and outcomes: NPD quick guide series</i>. ANPD.</li> </ul>
<p><b>Standard 4: Planning</b> The NPD practitioner establishes a plan that prescribes strategies,</p>	<ul style="list-style-type: none"> <li>• Adams, K. M. (2017). <i>Adding pizzazz: How to develop and deliver impactful presentations</i>. ANPD.</li> <li>• Case de Leonardi, B., &amp; Perron, S. (2018). <i>Getting started in nursing professional development: Focus on the learning facilitator role</i> (5th ed). ANPD.</li> </ul>



<p>alternatives, and resources to achieve expected outcomes.</p>	<ul style="list-style-type: none"> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> <li>• Harper, M. G. (Ed.). (2019). <i>Educational design process: Brain-based learning: NPD quick guide series</i>. ANPD.</li> <li>• Hawkes, B. (2016). <i>Educational content development: NPD quick guide series</i>. ANPD.</li> <li>• Robinson, J. R. (2016). <i>Educational design process: Logistical planning: NPD quick guide series</i>. ANPD.</li> </ul>
<p><b>Standard 5: Implementation</b> The NPD practitioner implements the identified plan.</p>	<ul style="list-style-type: none"> <li>• Adams, K.M. (2017). <i>Adding pizzazz: How to develop and deliver impactful presentations</i>. ANPD.</li> <li>• Allen, K., Eis, T., Kinlaw, T., &amp; Pignataro, S. (2018). <i>Implementation of educational activities: NPD quick guide series</i>. ANPD.</li> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M.G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> <li>• Hawkes, B. (2016). <i>Educational content development: NPD quick guide series</i>. ANPD.</li> <li>• Robinson, J. R. (2016). <i>Educational design process: Logistical planning: NPD quick guide series</i>. ANPD.</li> </ul>
<p><b>Standard 5-A. Coordination</b> The NPD practitioner coordinates educational activities and initiatives</p>	<ul style="list-style-type: none"> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed.). ANPD</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> </ul>
<p><b>Standard 5-B. Facilitation of Positive Learning and Practice Environments</b> The NPD practitioner employs strategies to facilitate positive learning and practice environments.</p>	<ul style="list-style-type: none"> <li>• Dickerson, P.S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5<sup>th</sup> ed.). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M.G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> </ul>
<p><b>Standard 6: Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Bowling, J. (2016). <i>Evaluation of educational activities: NPD quick guide series</i>. ANPD.</li> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li> </ul>



<p>The NPD practitioner evaluates progress toward attainment of outcomes.</p>	<ul style="list-style-type: none"> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> </ul>
<p><b>Standard 7: Ethics</b> The NPD practitioner integrates ethics in all areas of practice.</p>	<ul style="list-style-type: none"> <li>• Dickerson, P.S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M.G., &amp; Holy, S. (2018). <i>Legal aspects of nursing professional development practice</i>. ANPD.</li> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> <li>• Smith, C.M., &amp; Harper, M.G. (2016). <i>Leadership in nursing professional development: An organizational system focus</i>. ANPD.</li> </ul>
<p><b>Standard 8: Education</b> The NPD practitioner maintains current knowledge and competency in nursing and professional development practice.</p>	<ul style="list-style-type: none"> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed.). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> </ul>
<p><b>Standard 9: Evidence-Based Practice (EBP) and Research</b> The NPD practitioner acts as a champion of scientific inquiry, generating new knowledge and integrating best available evidence into practice.</p>	<ul style="list-style-type: none"> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed.). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification prep study guide</i>. ANPD.</li> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> </ul>
<p><b>Standard 10: Quality of Nursing Professional Development Practice</b> The NPD practitioner systematically enhances the quality and effectiveness of nursing professional development practice.</p>	<ul style="list-style-type: none"> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed.). ANPD.</li> <li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li> <li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li> <li>• Smith, C. M., &amp; Harper, M. G. (2016). <i>Leadership in nursing professional development: An organizational &amp; system focus</i>. ANPD.</li> </ul>
<p><b>Standard 11: Change Management</b></p>	<ul style="list-style-type: none"> <li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li> </ul>



<p>The nursing professional development acts as a change agent within all settings.</p>	<ul style="list-style-type: none"><li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li><li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li><li>• Smith, C. M., &amp; Harper, M. G. (2016). <i>Leadership in nursing professional development: An organizational &amp; system focus</i>. ANPD.</li></ul>
<p><b>Standard 12: Leadership</b> The NPD practitioner provides leadership in the professional practice setting and the profession.</p>	<ul style="list-style-type: none"><li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li><li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li><li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li><li>• Smith, C. M., &amp; Harper, M. G. (2016). <i>Leadership in nursing professional development: An organizational &amp; system focus</i>. ANPD.</li></ul>
<p><b>Standard 13: Collaboration</b> The NPD practitioner collaborates with interprofessional teams, leaders, stakeholders and others to facilitate nursing practice and positive outcomes for consumers.</p>	<ul style="list-style-type: none"><li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li><li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li><li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li><li>• Smith, C. M., &amp; Harper, M. G. (2016). <i>Leadership in nursing professional development: An organizational &amp; system focus</i>. ANPD.</li></ul>
<p><b>Standard 14: Professional Practice Evaluation</b> The NPD practitioner evaluates personal practice in relation to professional practice standards and guidelines, and relevant statutes, rules, and regulations.</p>	<ul style="list-style-type: none"><li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li><li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li><li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li><li>• Smith, C. M., &amp; Harper, M. G. (2016). <i>Leadership in nursing professional development: An organizational &amp; system focus</i>. ANPD.</li></ul>
<p><b>Standard 15: Resource Utilization</b> The NPD practitioner considers factors related to quality, safety, effectiveness and cost regarding professional</p>	<ul style="list-style-type: none"><li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li><li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li><li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li></ul>



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development activities and expected outcomes.	<ul style="list-style-type: none"><li>• Smith, C. M., &amp; Harper, M. G. (2016). <i>Leadership in nursing professional development: An organizational &amp; system focus</i>. ANPD.</li></ul>
<p>Standard 16: Mentorship/Advancing the Profession</p> <p>The NPD practitioner advances the professional and the specialty through mentoring and contributions to the professional development of others.</p>	<ul style="list-style-type: none"><li>• Dickerson, P. S. (Ed.). (2017). <i>Core curriculum for nursing professional development</i> (5th ed). ANPD.</li><li>• Durkin, G., &amp; Schmidt, K. (2019). <i>Nursing professional development certification preparation study guide</i>. ANPD.</li><li>• Harper, M. G., &amp; Maloney, P. (Eds.). (2016). <i>Nursing professional development: Scope and standards of practice</i> (3rd ed.). ANPD.</li><li>• Smith, C. M., &amp; Harper, M. G. (2016). <i>Leadership in nursing professional development: An organizational &amp; system focus</i>. ANPD.</li></ul>

## Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

This environmental scanning tool may be used by academic and clinical partners to analyze current structures and processes.

Strengths (Internal)	Weaknesses (Internal)
Opportunities (External)	Threats (External)

## Position Statement Nursing Professional Development Content in the Graduate Nursing Curriculum

### Background

Nursing professional development (NPD) is a specialty nursing practice recognized by the American Nurses Association (ANA) (Harper & Maloney, 2016). This recognition indicates that NPD meets multiple ANA (2017) criteria including having a “well-derived knowledge base particular to the practice of the nursing specialty” (p. 13) and “defined educational criteria for specialty preparation or graduate degree” (p. 13).

According to *Nursing Professional Development: Scope and Standards of Practice* (Harper & Maloney, 2016), an “NPD generalist is a bachelor’s-prepared nurse with or without NPD certification OR a graduate-level prepared nurse without NPD certification” (p. 13). NPD specialists have a graduate degree in addition to certification in NPD. *Nursing Professional Development: Scope and Standards of Practice* (Harper & Maloney, 2016) includes both generalist competencies and advanced competencies for the graduate prepared NPD specialist. As the national specialty association for NPD, the Association for Nursing Professional Development (ANPD), publishes the *Core Curriculum for Nursing Professional Development* (Dickerson, 2017).

Nurses who graduate from master’s degree programs in nursing are prepared with broad knowledge and practice expertise that expands on baccalaureate education (American Association of Colleges of Nursing [AACN], 2011). However, novice NPD practitioners who hold a Master’s degree in nursing education often come to the practice setting with inadequate knowledge of NPD roles and responsibilities as delineated in the NPD scope and standards. In most cases, their graduate education focused on the role and competencies of the academic nurse educator (ANE) with little or no content on NPD.

While ANE and NPD practitioners share some theoretical and practical components of practice, ANE and NPD are distinct nursing specialties with separate certification requirements and credentials (Maloney, 2017). As demonstrated in Table 1, primary differences in ANE and NPD practice include assessment of educational needs, target audience, short- and long-term goals, and practice setting.

**Table 1. Comparison of Nursing Professional Development Practitioners and Academic Nurse Educators**

	<b>Nursing Professional Development Practitioners</b>	<b>Academic Nurse Educators</b>
<b>Assessment of educational need/requirement</b>	“Analyzes issues, trends, and supporting data to determine the needs of individuals, organizations, and communities in relation to health care” (Harper & Maloney, 2016, p. 30). “Collects data to validate an identified gap in professional practice and determines the specific knowledge, skill, or practice deficit or opportunity” (Harper & Maloney, 2016, p. 31).	Analyzes standards of accrediting bodies and the state board of nursing as well as other data to determine societal and stakeholder needs to develop the program outcomes that guide curriculum development.
<b>Population served</b>	Practicing health care professionals (individuals and teams)	Students
<b>Short-term goal</b>	Closing of practice gap for individual or team	Success in course for student
<b>Long-term goal</b>	Improved patient outcomes through professional role competence and growth	Degree and, if appropriate, success on licensure/certification exam; Success of graduates as reported by employers and self-report
<b>Setting</b>	Varies: Practice setting (hospital, community health department, clinics, etc.) professional association, continuing education program	Academic: College and university: undergraduate (pre-licensure and post licensure) programs; and graduate programs

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Graduate academic nursing programs are responsible to meet the *Essentials of Master’s Education in Nursing* published by the American Association of Colleges of Nursing (AACN). *Nursing Professional Development: Scope and Standards of Practice* aligns with these essential elements and supports the academic institution’s accreditation.

In 2012, the AACN and the American Organization of Nurse Executives (AONE) created guiding principles for academic-service partnerships. These organizations recognized that academic-service partnerships are “an important mechanism to strengthen nursing practice and help nurses become well positioned to lead change and advance health” (para 2). Using the Institute of Medicine’s 2010 *Future of Nursing* report as a framework, AACN and AONE recommend that academic-practice partnerships enable the nurse to “reach the highest level within his/her individual scope of practice” (Guideline 4) and that partners share data about the “current and future needs of the RN workforce” (Guideline 8). Unfortunately, most graduate nursing programs are not meeting the needs of nurses in the workforce who desire to become NPD specialists.

*This paper was sponsored by Walden University.*

## ANPD Position

As a separate and distinct nursing specialty with both specific general and advanced competencies, NPD content that facilitates the achievement of advanced competencies should be included in all graduate curricula that focus on nursing education.

## References

- American Association of Colleges of Nursing. (2011). *The essentials of master's education in nursing*. <https://www.aacnursing.org/Portals/42/Publications/MastersEssentials11.pdf>
- American Association of Colleges of Nursing & American Organization of Nurse Executives. (2012). *Guiding principles to academic-practice partnerships*. <http://www.aacnursing.org/Academic-Practice-Partnerships/The-Guiding-Principles>
- American Nurses Association (2017). *American Nurses Association recognition of a nursing specialty, approval of a specialty nursing scope of practice statement, acknowledgement of specialty nursing practice standards of practice, and affirmation of focused practice competencies*. <https://www.nursingworld.org/~4989de/globalassets/practiceandpolicy/scope-of-practice/3sc-booklet-final-2017-08-17.pdf>
- Dickerson, P. S. (Ed.). (2017). *Core curriculum for nursing professional development*. (5th ed.). Association for Nursing Professional Development.
- Harper, M. G. & Maloney, P. (Eds.). (2016). *Nursing professional development: Scope and standards of practice* (3rd ed.). Association for Nursing Professional Development.
- Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. The National Academies Press.
- Maloney, P. (2017). Advocate for the NPD specialty. In P. Dickerson, (Ed.). *Core curriculum for nursing professional development*. (5th ed.). (326–336). Association for Nursing Professional Development.

## Approval

Initial development: October 2, 2018

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Initial Board approval: November 24, 2018

## ANPD MAP Designation Standards and Essentials

As shown in the application below: <https://www.anpd.org/d/do/2228>

### ANPD Meritorious Academic Partnership (MAP) Designation Standards and Essentials



I. Organizational Alignment & Commitment	
Standards	Essentials
The NPD program aligns with the mission and desired outcomes of the overall graduate nursing program, reflects the NPD Scope and Standards, and meets the needs and includes input from practice partners.	<p><b>I.1 Mission</b></p> <p>I.1.1 Aligns with the outcomes of the overall graduate nursing program.</p> <p>I.1.2 Aligns with <i>Nursing Professional Development: Scope and Standards of Practice</i>, 3rd edition.</p> <p>I.1.3 Meets the needs of practice partners.</p> <p>I.1.4 Includes input from practice partners.</p> <p>I.1.5 Is reviewed and revised periodically to ensure alignment with changes in the nursing program, standards, and partner needs.</p>
	<p><b>1.2 Desired Outcomes</b></p> <p>I.2.1 Align with the outcomes of the overall graduate nursing program.</p> <p>I.2.2 Align with <i>Nursing Professional Development: Scope and Standards of Practice</i>, 3rd edition.</p> <p>I.2.3 Meet the needs of practice partners.</p> <p>I.2.4 Include input from practice partners.</p> <p>I.2.5 Are reviewed and revised periodically to ensure alignment with changes in the nursing program, standards, and partner needs.</p> <p>I.2.6</p>



<p>The overall nursing program demonstrates commitment and support for the NPD program, making resources available to achieve the NPD program's desired outcomes.</p>	<p><b>I.3 Commitment and Support</b></p> <p>I.3.1 Provides adequate resources to enable the NPD program to achieve its mission and desired outcomes.</p> <p>I.3.2. Ensures the NPD program lead is an RN, holds a graduate degree in nursing, qualifies as an NPD specialist (graduate preparation and certification in NPD) according to the <i>Nursing Professional Development: Scope and Standards of Practice</i>, 3rd edition; has input into processes to ensure the NPD program achieves its mission and desired outcomes. Provides evidence that structure is in place to ensure NPD lead input/review of all course content related to NPD.</p> <p>I.3.3. Provides sufficient faculty to achieve the mission and desired outcomes.</p> <p>I.3.3.1 Assigns faculty who are academically and experimentally prepared, preferably NPD specialists, to teach in the NPD program.</p> <p>I.3.3.3 Uses preceptors as an extension of faculty during NPD practice experience, who are academically and experientially prepared, preferably NPD specialists, to facilitate practice-based learning of NPD students.</p>
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<b>II. Curriculum/Educational Strategies</b>	
<b>Standards</b>	<b>Essentials</b>
<p>The curriculum is designed to prepare NPD specialists as defined in the <i>Nursing Professional Development: Scope and Standards of Practice</i>, 3<sup>rd</sup> edition and includes an NPD practicum/field experience.</p>	<p><b>II.1 Curriculum</b></p> <p>II.1.1 Reflects the roles, responsibilities, and competencies of the <i>Nursing Professional Development: Scope and Standards of Practice</i>, 3rd edition.</p> <p>II.1.2. Differentiates the practice of academic nurse educators and NPD practitioners in terms of roles, responsibilities, populations served, setting, identification of practice gaps, assessment of educational needs/requirements, implementation strategies, outcomes including learner, patient, fiscal, program, and organizational outcomes.</p> <p>II.1.3 Includes practicum/field experience in NPD specialty.</p>
<p>Teaching strategies are evidence-based and promote active learner engagement to achieve the desired outcomes.</p>	<p><b>II.2. Teaching Strategies</b></p> <p>II.2.1 Are evidence-based.</p> <p>II.2.2 Facilitate learner engagement to promote achievement of desired course outcomes.</p>



<b>III. Program Outcomes</b>	
<b>Standards</b>	<b>Essentials</b>
The NPD program identifies and measures desired outcomes for graduates and the overall NPD program. (New programs identify desired outcomes that will be measured.)	III.1 Identification and Measurement of Outcomes III.1.1 Review NPD program outcomes as part of the overall nursing program's systematic evaluation process. III.1.2 Analyze outcomes specific to the NPD program as determined by the academic and practice partners such as completion rates.
Ongoing program improvement is evident. (New programs identify processes to be used to promote program improvement.)	III.2 Program Improvement III.2.1. Analyzes gap between desired and actual outcome achievement. III.2.2 Identifies areas for NPD program improvement based on gap analysis. III.2.3 Considers areas for improvement and takes appropriate action to improve the NPD program.

## Self-Study Template

Available here: <https://www.anpd.org/d/do/2229>



# ANPD Meritorious Academic Partnership (MAP) Designation Program Overview

## NPD Practitioner Academic Preparation Program Overview

The Program Overview is an essential part of the application process. Please include a table of contents and refer to page number of appendix if included. The applicant must submit the following evidence and/or narratives:

### Organizational Alignment and Commitment

#### 1. Mission

Submit a description of the mission of the graduate and NPD program including but not limited to alignment with the graduate nursing program mission and NPD Scope and Standards of Practice, input from practice partners (may be advisory board) and processes for periodic review.

**EVIDENCE:** Attach mission statement.

**DESCRIPTION:**

#### 2. Desired Outcomes

Submit a list of graduate program outcomes and NPD program outcomes. Describe alignment of outcomes with graduate nursing program and NPD Scope and Standards of Practice. Describe input from practice partners and processes for periodic review.

**LIST:**

**DESCRIPTION:**

#### 3. Commitment and Support

Submit a letter of support from Dean or Graduate Director committing adequate resources; NPD program lead and faculty bios; letter of support from practice partner(s) that includes willingness to host NPD students and provide preceptors (may include affiliation agreement).

**EVIDENCE:** Attach letter of support from Dean or Graduate Director.

**EVIDENCE:** Attach Program Lead and Faculty bios.

**EVIDENCE:** Attach practice partner(s) letter of support and/or affiliation agreement.

## Curriculum/Educational Strategies

### 1. Curriculum

Submit a copy of course syllabi. Describe how curriculum/courses reflect the roles, responsibilities, and competencies included in the Nursing Professional Development: Scope and Standards of Practice, 3rd edition and differentiates the practice of academic nurse educators and NPD practitioners.

**EVIDENCE:**

**DESCRIPTION:**

### 2. Teaching Strategies

Submit a description of the evidence-based teaching strategies. Describe how the curriculum promotes active learner engagement to achieve the desired outcomes.

**DESCRIPTION:**

## Program Outcomes

### 1. Identification and Measurement of Outcomes

List the NPD program outcomes. Describe how the outcome measurement and review is part of the overall nursing program's systematic evaluation process; include plan for collection and analysis of data.

**LIST:**

**DESCRIPTION:**

### 2. Program Improvement

(Initial applicants) Identify processes to be used to promote future program improvement.

(Subsequent applications) Identify processes used to promote program improvement and describe improvements made.

**DESCRIPTION:**



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Professional Development

## MAP Designation Application

Access the MAP Designation Application [here](#).

### ANPD Meritorious Academic Partnership (MAP) Designation Application

The ANPD Meritorious Academic Partnership (MAP) Designation recognizes excellence in academic partnerships to prepare NPD practitioners.

#### Eligibility criteria

- Graduate program
- Program (DNP, MSN, MN, etc.) is accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission on Education in Nursing (ACEN)

Review the form below and download the [Program Overview Template](#). The template will need to be completed and submitted with your application form. The [MAP Standards and Essentials](#) may be used to guide your response. Please note, there is not an option to save this form and return to edit.

\* Name of  
Organization

\* Web Address

\* Address

\* City

\* State/Location

\* Postal Code

\* Country

\* Academic Faculty  
NPD Lead First Name

\* Academic Faculty  
NPD Lead Last Name

\* Academic Faculty  
NPD Lead Credentials



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\* Academic Faculty  
NPD Lead Phone  
Number

\* Academic Faculty  
NPD Lead Email  
Address

\* Secondary Contact  
First Name

\* Secondary Contact  
Last Name

\* Secondary Contact  
Phone Number

\* Secondary Contact  
Email Address

\* Graduate Program  
Accreditation

\* Anticipated NPD  
Enrollment per Year

\* Practice Partners Organization(s) that provides nursing professional development and is willing to enter into a mutually beneficial relationship with a graduate NPD program and provide program input and field experience opportunities with NPD staff who serve as preceptors.

#### Narrative and Evidence Attachment Instructions

- Complete and upload the [Program Overview](#)
  - Include a table of contents
  - Refer to page number of Appendix if included
- Use the [MAP Standards and Essentials](#) to guide your responses.

\* File Upload Maximum File Size: 20000 KB

Upload a file

Submit

Cancel

## Practicum Placement Experience/Criteria

### Suggested Preceptor Requirements

- Hold a current, unencumbered license as an RN
- Possesses a graduate degree (if the graduate degree is in a related field and not nursing, the baccalaureate degree must be in nursing)
- Possess a minimum of two years' experience in the NPD role
- Certified in NPD (preferred)

### Suggested Practicum Activities

- Observe and reflect on the NPD preceptor performing the various NPD competencies outlined in *Nursing Professional Development Scope and Standards of Practice* (Harper & Maloney, 2016)
- Analyze a professional practice gap and determine the learning need
- Work with a planning committee in the development of a quality educational activity
- Develop and evidence-based, nursing continuing professional development activity with each of the following:
  - Identified learning need(s)
  - Measurable outcome(s)
  - Engaging, interactive learning strategies
  - Evidence-based content
  - Evaluation of outcome(s)
- Present the planned content to a professional adult audience and submit:
  - Evaluation of outcome data
  - Evaluation by preceptor

## MAP Designation Program Recommended Textbooks and Resources

### Recommended Textbooks

- Harper, M. G., & Maloney, P. (Eds). (2016). *Nursing professional development: Scope and standards of practice* (3rd ed.). ANPD.
- Dickerson, P. S. (2017). *Core curriculum for nursing professional development* (5th ed.). ANPD.

### Additional Resources

- Adams, K. M. (2017). *Adding pizzazz: How to develop and deliver impactful presentations*. ANPD.
- ANPD's Quick Reference Guides: Educational Design Process Series (Note: All 2016 guides are being updated for publication in 2021.)
  - Harper, M. G. (Ed.). (2020). *Learning Needs Assessment Guide*. ANPD.
  - Mitchum, C. (2016). *Objectives and Outcomes*. ANPD.
  - Hawkes, B. (2016). *Educational content development*. ANPD.
  - Robinson, J. R. (2016). *Educational design process: Logistical planning*. ANPD.
  - Doherty, D. (2016). *Teaching strategies*. ANPD.
  - Bowling, J. (2016). *Evaluation of educational activities*. ANPD.
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- Case de Leonardi, B., & Perron, S. (2018). *Getting started in nursing professional development: Focus on the learning facilitator role* (5th ed.). ANPD.
- Durkin, G., & Schmidt, K. (2019). *Nursing professional development certification preparation study guide*. ANPD.
- Harper, M. G., & Holy, S. (2018). *Legal aspects of nursing professional development practice*. ANPD.
- Smith, C. M., & Harper, M. G. (Eds.). (2016). *Leadership in nursing professional development: An organizational and system focus*. ANPD.
- Wright, D. (2015). *Competency assessment field guide: A real world guide for implementation and application*. Creative Healthcare Management.

### Position Statements

Official ANPD position statements on topics of interest

- Position Statement - [Nursing Professional Development Content in the Graduate Nursing Curriculum \(2018\)](#)
- Position Statement - [Quality and Safety Education for Nurses \(2016\)](#)



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- Position Statement - [Education Requirement for Nursing Professional Development Generalist \(2018\)](#)
- Position Statement - [Nursing Professional Development Content in the Graduate Nursing Curriculum \(2018\)](#)

### Discussion Papers

- [Nursing Professional Development Practitioner Role in Advising for Academic Advancement \(2017\)](#)

### Reports

- [Transforming Roles of Nursing Professional Development Practitioners \(2016\)](#)
- [Nursing Professional Development Organizational Value Demonstration Project \(2016\)](#)
- [Evidence-based Practice and U.S Healthcare Outcomes: Findings from a National Survey with Nursing Professional Development Practitioners \(2016\)](#)

**Note:** ANPD negotiates group rates/bulk order rates with universities that use NPD resources as part of their curriculum. Please contact ANPD directly to inquire about this special pricing.

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