**OO5: Provide the most recent:**

- **Continuing educational assessment**
- **All RNs who influence or provide care.**
- **All settings where RNs practice (e.g., inpatient care, ambulatory, and medical practices).**

Nurses' professional development and continuing education needs are addressed in a dynamic model of centralized and decentralized assessment, planning, implementation and evaluation. We have adapted a learning needs assessment (LNA) framework by J. Pilcher (2016) that describes the dynamic and multi-faceted means of discovering learning needs.

> Pilcher, J. (2016). Learning Needs Assessment: Not Only for Continuing Education. *J. Nurses Prof. Dev.* 32(4):122-129 (July 2016). Wolters Kluwer Health, Inc. DOI: 10.1097/NND.0000000000000245.

No single survey or assessment can give a complete picture of current and future learning and skill competency needs and requirements for nursing staff. Instead, data collection tools include learner input surveys, employee engagement surveys, audits, PNSO committee recommendations, regulatory requirements, new technology and medical devices, new science, Be Safe Event and risk management trends and observations.

Using the Pilcher framework, LNA categories include

- Gap Analysis, which can include such things as surveys, audits, simulation, and review of scientific literature
- Organizational Needs, including job performance data, adverse events and risk management data, standards and guidelines, new technology, and consumer needs such as patient satisfaction data and patient outcome measures
- Learner-Identified Needs, such as surveys, interviews, diaries, and focus groups
- Future Needs, stemming from anticipated LNA survey.

The proportion of UVA learner needs assessment by category is depicted in OO5 Figure 1 below.

**OO5 Figure 1. Learning Needs Assessment Categories**

***Exhibit OO5.a*.** is a summary of educational topics for 2016-2019 that were identified through data collection resources and tools associated with the major LNA categories described above.