

NYSNA 2021 CONVENTION: WEDNESDAY, OCTOBER 27

TOGETHER WE RISE

UNITED FOR OUR PATIENTS, OUR PRACTICE, AND A JUST RECOVERY FOR ALL



Below is the full list of continuing education offered as part of our 2021 Convention

Health Justice for All: Lessons from the Civil Rights Movement for Today's Nurses Advocating for Single Payer in New York (2 CH / .2 CEUs)

Purpose Statement: Nurses witness disparities in access, quality of care and health outcomes every day. Nurses recognize that the current, fragmented U.S. healthcare system treats people differently based on their insurance coverage, a distinction rooted in a long history of federal policies of racial and ethnic discrimination. Universal, publicly funded programs treat all patients equally and as such reduce disparities in access, quality and treatment. While watching 'Power to Heal', nurses will be introduced to ideas on how to successfully organize for universal access to healthcare and its implications for racial justice and in the ensuing discussion will learn how to advocate for a more just healthcare system. While the film showcases the struggle to pass Medicare in the face of powerful for-profit and racist opposition, it also

offers some valuable lessons that can be applied to today's continued struggle for a just healthcare system. As nurses who are on the forefront of the single-payer movement, it is important to build on that historical precedent and create a movement of solidarity with racial justice at its core.

Learning Outcome: Nurses will be able to describe the central role the civil rights movement played in the passage of Medicare and Medicaid and identify similarities in the effort to adopt a single-payer healthcare system.

Objectives: At the conclusion of this program, the learner will be able to:

- Identify the historical context that led to the Civil Rights Movement with racial justice at its center
- Discuss the political process that led to the passage of Medicare and Medicaid with racial justice at its center
- Describe actions nurses can take to

advocate for a more equitable health-care system.

The Staffing Law: New Rights and Opportunities for Nurses to Improve Patient Care (2 CH / .2 CEUs)

Purpose Statement: New York State's new safe staffing law is the result of years of hard work and successful organizing! Join us for an overview of the basic elements and principles of the law, including its requirement that each facility form a committee of frontline caregivers and establish a staffing plan, as well as its reporting, transparency, and enforcement provisions. Learn what's involved in building a successful committee with other frontline staff. This workshop addresses your questions about the bill and guides you in the steps needed to build collective power across titles, skillsets, job descriptions and throughout New York State to ensure the law's successful implementation.

Learning Outcome: Participants in this program will be able to identify at least three elements of the new staffing law.

Objectives: At the conclusion of this program, the learner will be able to:

- Restate the five primary elements of the law
- Restate the duties of committee members
- Recognize practice skills needed to advocate for strong staffing plans

Advocacy in Collective Bargaining: Using Nurse Action Teams for Better Patient Outcomes (2 CH / .2 CEUs)

Purpose Statement: Unionized Nurse leaders – whether working on their nursing specialty care unit or on their facility bargaining committee - are part of a team that will guide and mobilize their co-workers to achieve a just, fair, and purposeful collective bargaining agreement. Participants in this interactive workshop will learn collective strategies to improve patient care and working conditions, build capacity across facilities, and think strategically in order to make lasting advances in contract negotiations.

Learning Outcome: Participants in this program will be able to describe how building a network of nurse activists is critical to strengthening nurses' voices for their patients at the negotiating table and in their Collective Bargaining Agreements.

Objectives:

- Describe the primary elements of a Bargaining Strategy and their relative importance to achieving improvements in a collective bargaining agreement
- Explain the role of stakeholders and the resources that support bargaining positions.
- Identify the key components and phases of a contract campaign and the member activities that correspond to them.
- Describe how to assess the level of commitment of nurses, unit by unit, who will be affected by the collective bargaining agreement

Implementing the Staffing Law: How Nurse Leaders Can Use Data and Collective Action to Achieve and Enforce Effective Staffing Plans. (2 CH / .2 CEUs)

Purpose Statement: In order for the New York State's new staffing law to fulfill its promise of improved patient care and better conditions for healthcare workers, nurses and other frontline caregivers need to utilize coordinated collective activity to gather data; enlist support from the community, elected officials, and patient advocacy organizations; and use collective actions in support of comprehensive facility staffing plans. Join us for an in-depth and interactive workshop on the strategies, skills and knowledge needed to improve care using the new rights and opportunities created by the staffing law.

Learning Outcome: Identify at least three concepts that support creating effective facility staffing plans under the new staffing law.

Objectives:

- Explain how organizing and collective action advance staffing improvements
- Identify concrete tasks of workplace leaders during the first two phases of implementation of the staffing law.
- Identify the unit-by-unit raw data necessary to support facility staffing plan proposals and the role of the unit leader in gathering this raw data.
- Identify the external relationships necessary to support strong facility staffing plans and the opportunities to expand healthcare workers' capacities to advocate.
- Identify the phases of implementation of staffing law, corresponding actions

COVID-19: New OSHA and NYS Requirements for Healthcare Worker Safety (2 CH / .2 CEUs)

Purpose Statement: Nurses have experienced some of the highest rates of SARS-CoV-2 exposure and COVID-19 disease of any profession nationwide. Unable to physically distance themselves

from infected persons, and without adequate ventilation, personal protective equipment and other infection controls in place, nurses have been left vulnerable to illness and death in massive numbers. With new SARS-CoV-2 mutations, including the Delta variant, nurses continue to face preventable workplace exposure. Because of the highly hazardous conditions that nurses and other healthcare workers have experienced, and continue to experience in the workplace, OSHA has issued an Emergency Temporary Standard (ETS) to protect healthcare workers from COVID-19 exposure. The New York State legislature has also passed the HERO Act to prevent healthcare and other workers within the state from being exposed to COVID-19 in the workplace. By attending this educational program, nurses will gain knowledge of workplace COVID safety requirements contained in the OSHA COVID ETS and the NYS HERO Act; the role of the frontline nurse in facility implementation of these requirements; and skills that will assist them to advocating for full compliance with OSHA ETS and NYS HERO Act requirements."

Learning Outcome: Participants will be able to identify the requirements of the OSHA COVID Emergency Temporary Standard and New York State HERO Act and the nurse's role in implementation in their workplace.

Objectives:

- Restate the new OSHA and NYS HERO Act COVID-19 safety requirements applicable to health care workers.
- Choose appropriate actions nurses can engage in to ensure frontline RN participation in implementing and operationalizing the plans mandated under these laws.
- Identify skills needed to advocate for facility adoption of the OSHA COVID-19 Emergency Temporary Standard and New York State HERO Act requirements.

Strategies Nurses can Implement to Address Workplace Violence Hazards Related to Patient Mental Health Needs in Non-Behavioral Health Care Units (2 CH / .2 CEUs)

Purpose Statement: Nurses continue to experience high rates of violence in the healthcare workplace. While rates of violence have always been high in behavioral health units, violence is now escalating in medical care units as well. As mental health resources have diminished statewide, nurses report an increasing census of patients suffering physical and mental health conditions who are being treated on medical care floors without adequate treatment for their mental health conditions. This often leads to a situation where the patient's untreated mental health condition escalates, leading to an increase in disruptive, and sometimes violent, behavior. By attending this educational program, nurses will gain knowledge of the causes of decreased access to mental health care, how that impacts patient mental health acuity in non-behavioral health medical care units, and the knowledge and skills necessary to advocate for safer conditions for both patients and nurses on these units.

Learning Outcome: Participants will identify strategies to integrate mental health services that in turn limit the risks of workplace violence.

Objectives:

- Discuss the root causes behind eroding mental and behavioral services in New York.
- Evaluate the need for additional mental and behavioral health services as a result of the pandemic.
- Identify the safety hazards stemming from insufficient mental health services and the impact of the pandemic.
- Identify best practices related to minimizing workplace violence for safeguarding frontline healthcare professionals.
- Formulate an action plan that operationalizes identified best practices to minimize workplace violence due to unmet patient behavioral and mental health needs in the working environment.

Protesting your Assignment and Working Conditions: A NYSNA Toolkit (2 CH / .2 CEUs)

Purpose Statement: A registered nurse receiving an assignment that in her/his professional judgment place patients or nurses at risk has an ethical, legal, and professional obligation to take action. Acting in the interest of patients, themselves, and the profession, the nurse should promptly give notice that due to inadequate staffing or an unsafe working environment, the quality of care and the safety of patients and nurses have been jeopardized. Responsibility and accountability for the level and provision of care ultimately resides with the Hospital, including its nursing managerial and administrative staff. This program is intended for nurses and front-line workers who want an in-depth review of the data, processes, and procedures for substantiating a claim of insufficient staffing or an unsafe working environment. Participants will learn how to gather, analyze, and utilize documentary evidence to bolster and make credible their proposals to the hospital for healthcare worker to patient ratios that ultimately are codified into law under the new NYS staffing law, and/or their regulatory complaints to the NYS-DOH, JC, NYSDDL, and their legislators.

Learning Outcome: Nurses will analyze and utilize the resources and evidence obtained to substantiate claims about staffing.

Objectives:

- Identify the documentary data needed to substantiate a claim against the employer for failure to provide needed and necessary resources and environment for the delivery of quality patient care.
- Describe how the data is used to advocate for necessary changes in the working environment.

Patient Acuity and Staffing Mix: Getting the Numbers Right (2 CH/0.2 CEUs)

Purpose Statement: A Patient Classification System that measures frontline staff workload is a system whereby the acuity level of a patient is assigned a numerical value based upon the level of nursing and other healthcare worker activity needed

in specific care categories. The acuity numerical value is added up to give the nurse manager an overall rating that, in turn, can determine workload requirements and staffing needs. Data obtained through use of the Patient Classification System can be used by frontline staff on staffing committees to effectively and objectively lobby for appropriate patient care resources and healthcare worker to patient ratios.

Learning Outcome: Nurses will create a Patient Acuity Tool applicable to their specialty care unit.

Objectives:

- Describe how the patient classification system is used in determining recommended staffing on a nursing specialty care unit.
- Describe the acuity tools broad categorical concepts.
- Calculate the maximum acuity numerical value any one nurse should be assigned to on any given shift.

Political & Community Organizing: Nurses Building Political Power by Engaging with our Elected Officials and Community Allies to Win Staffing and Improve Patient Outcomes (2 CH / .2 CEUs)

Purpose Statement: Building and strengthening relationships with elected officials and community allies ensures nurses have public support when fighting or advocating for their safety and well-being as well as that of their patients. These relationships are particularly important while nurses advocate for the establishment of responsible and safe statewide staffing ratios under New York's newly enacted safe staffing legislation. Join us in a discussion on how to hold hospitals and nursing homes accountable for establishing and maintaining exemplary staffing plans, while also holding elected officials representing those NY hospitals and nursing homes accountable to the public.

Learning Outcome: Nurses will be able to identify at least two effective strategies to develop and maintain relationships with, and engage elected officials and community leaders to support issues of concern to nurses.

Objectives:

- Explain key components of the new staffing legislation to colleagues, elected officials, and community leaders
- Discuss the impacts of safe staffing with community leaders
- Identify advocacy opportunities to improve staffing

Staffing Bill & Bargaining: Nurses, Use Your Story and Your Voice to Advocate for Patients Beyond the Bedside (2 CH / .2 CEUs)

Purpose Statement: Widespread understaffing in hospitals and nursing homes has been an age old problem, but with the passage of the new staffing law, nurses will have more opportunities to tell their story and be heard to improve conditions for our patients and colleagues. This class will focus on how to become more comfortable using the press and social media—ethically, professionally and effectively—to amplify nurses' voices, and build public support for patient safety and other nurse priorities.

Learning Outcome: Participants will learn how to develop their own story, and how to ethically and professionally use the press and social media to get their message to a wider audience.

Objectives:

- Identify what makes a story compelling.
- Craft a safe staffing or bargaining story to use in a public campaign.
- Illustrate how to adjust a story for different audiences and mediums.
- Review some do's and don'ts when talking to reporters.
- Record a short selfie video.
- Identify two strategies to engage colleagues to become spokespeople for safe staffing and bargaining.



Addiction: Occupational Hazard for Nurses (1.0 CH / .1 CEUs)

Purpose Statement: According to the US Bureau of Labor Statistics, with more than 3.8 million nationwide, Registered Nurses were by far the largest occupation in hospitals in 2019 and made up 30% of all healthcare providers. Studies suggest that between 15%-20% of nurses in the United States may have a personal issue with drugs or alcohol at some point during their careers. Nurses with substance abuse problems need help as they are a danger to themselves and the public that they serve. (Dunn D. 2005). Lack of education on recognizing and reporting a colleague, are two of the most significant barriers to some nurses receiving the help they need. It is important to remember that reporting is not a form of punishment but is to protect the public and often help the nurses in their first step to recovery. This presentation, Addiction: An Occupational Health Hazard, will discuss the disease process of a substance use disorder, identify available resources for nurses who develop SUDs, signs, and symptoms of substance abuse in nursing, legal implications of drug diversion and addiction on a nursing license as well as the role that the Statewide Peer Assistance for Nurses (SPAN) plays in getting nurses affected by SUD sober and back in the workplace.

Learning Outcome: Participants will be able to recognize 3 signs and symptoms of impaired practice and 2 support systems that are available for nurses with SUDs.

Objectives:

- Discuss the disease process of substance use disorder.
- Identify supportive resources available to agencies, hospitals and for nurses who develop SUDs.
- Describe legal implications of drug diversion and addiction on nursing license and the role that SPAN plays in getting nurses affected by SUD sober and back in the workplace.



The New York State Nurses Association is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

These programs have been awarded contact hours through the New York State Nurses Association's Accredited Provider Unit.

The New York State Nurses Association is accredited by the International Association of Continuing Education and Training (IACET) as is authorized to issue the IACET CEU. The New York State Nurses Association is authorized to offer CEUs for these programs.

In order to receive CH/CEUs, all participants are required to attend the entire program, complete all in-session program assignments and quizzes/tests where applicable, complete evaluation forms, complete and return post-program questionnaires where applicable, and complete and return post-program checklists where applicable.

NYSNA wishes to disclose that no commercial support was received for these programs.

NYSNA program planners and presenters declare that they have no conflict of interest in these programs.

Participants will be eligible to receive up to 21.0 CHs and 2.1 IACET CEUs.