



## **NFI Quality Assurance Training Policy**

### **QAT #002: APIB Professional**

The APIB (Assessment of Preterm Infants' Behavior) is a comprehensive, systematic assessment of the preterm and fullterm newborn, and provides a valuable resource in support of developmental care provision by professionals and families. It is a neurodevelopmental diagnostic instrument for clinicians and developmental consultants for use in nursery, clinic, and home settings, and is useful in research with at risk and well newborns.

#### **Eligibility**

Persons eligible to apply for APIB Training are professionals, who are associated with or on staff of a Newborn Intensive Care, Special Care Nursery, Well Infant Nursery, and/or Infant Follow-Up Clinics, are approved for training by their respective supervisors as well as the medical and nursing directors of the nursery, and have support for their training to enhance their skills as consultants, clinicians, researchers, or active facilitators of the implementation of individualized developmentally supportive and family centered care in the respective setting. The latter includes those professionals who meet criteria to be accepted as NIDCAP Trainers-in-Training.

Any exceptions to these eligibility criteria are carefully evaluated in terms of goals and appropriateness as well as likely success of training. The decision to accept an individual who presents an exception is ultimately that of the certified APIB Trainer who would provide such training and of his/or her Training Center Director.

#### **Application Process**

A nursery's leadership team, its representative, or the professional who seeks APIB Training contacts an APIB Trainer and/or a NIDCAP Training Center that has an APIB Trainer on staff, with a preliminary letter of intent that describes the circumstances and the goals of the training. Upon availability of the APIB Trainer and guidance to the applicant, the applicant submits a site assessment, a 2- year financial and time plan, as well as the self assessment of the professional who seeks training.

Reliability requires confidence and expertise in examining infants of a wide range of gestational ages and clinical conditions, and in accurately scoring their behavioral repertoires and functioning.

## Requirements for Reliability Certification of an APIB Professional

The following preparatory competencies must be demonstrated and specific training components completed successfully, i.e. to the satisfaction of the certifying APIB Trainer:

### 1. Preparatory Competencies

- 1.1. *Competency:* Knowledgeable reading of infants' and mothers' medical charts.  
*Means for Achievement:* Participation in daily rounds in the Newborn Intensive Care Unit (NICU) with the medical and nursing staff for at least three months; extensive reading of pertinent literature.
- 1.2. *Competency:* Knowledge and understanding of obstetric and peri-partum events and their effects on infant and parent behavior.  
*Means for Achievement:* Observation of several low-risk and high-risk deliveries; extensive reading of pertinent literature.
- 1.3. *Competency:* Secure handling of infants, and astute observation of infants' responses to care and handling.  
*Means for Achievement:* Caring for preterm, at-risk, and healthy newborn infants.
- 1.4. *Competencies:* 1. Astuteness in observation of state behavior, movement and muscle tone patterns and autonomic reactions, and the changes in these patterns in the course of various care routines and medical procedures; 2. Knowledge and awareness of the 24-hour flow and impact of the particular NICU on infant behavior.  
*Means for Achievement:* Observation of at least three infants in the course of complete 24-hour nursery days. This should include observation of at least one infant each representative of infants who are relatively robust and close to discharge; infants who are overall relatively stable and require oxygen and gavage tube feeding; and infants who are unstable and require ventilation and/or are otherwise very.
- 1.5. *Competency:* Mastery of the content, meaning and interpretation, as well as the sequencing of the packages and specific maneuvers within the packages entailed in the APIB.  
*Means for Achievement:* Study and administration of all reflex assessments, and the response decrement and interaction sequences – administration first with at least five healthy fullterm newborns until the flow of the examination is fully mastered - then with at least three preterm infants. *Competency:* Mastery of the content, meaning and interpretation, as well as the sequencing of the packages and specific maneuvers within the packages entailed in the APIB.
- 1.6. *Competency:* Familiarity with key aspects of scoring and therewith of attention to key behavioral patterns in the course of the assessment.  
*Means for Achievement:* Detailed study of the scoring manual with subsequent assessment and preliminary scoring of five to six NICU infants, who are judged to be stable and close to discharge, and of at least one or two healthy fullterm infants. *Competency:* Familiarity with key aspects of scoring and therewith of attention to key behavioral patterns in the course of the assessment.

## 2. Specific Training Components

### 2.1. APIB Demonstration Session (2.5 Days)

- 2.1.1. Observation of assessment and participation in scoring discussion of the examination of two different preterm infants (one per day) performed by the APIB Trainer (2 days)
- 2.1.2. Review of demonstration day examinations; outline of, guidance and preparation for independent self study; reflection on training experience; exploration of resources available and to be developed; development of time line and calendar for self study. (0.5 days)

### 2.2. Independent Self-Preparation and Practice - Phase 1

Examination and full scoring of up to twenty-five infants, five of whom should be healthy fullterm infants is recommended. Typically after twelve to fifteen examinations a work session with the trainer is very helpful.

### 2.3. Work Session (2.5 Days)

- 2.3.1. Assessment and participation in and/or independent scoring of the examination of two different preterm infants (one per day) performed by the APIB Trainee (2 days). The Trainer observes and guides the trainee's administration and then scores independently and/or subsequently discusses the scoring of the assessment with the trainee. Detailed discussion of and guidance to the trainee's administration and scoring questions
- 2.3.2. Review of work day examinations; outline of, guidance and preparation for the second phase of independent self study; reflection on training experience; exploration of resources available and to be developed; development of time line and calendar for self study to reliability certification. (0.5 days)

### 2.4. Independent Self-Preparation and Practice - Phase 2

Examination and scoring of twelve to fifteen additional infants, of whom several should be healthy fullterm infants

### 2.5. Reliability Session (2.5 Days)

- 2.5.1. Assessment and independent scoring of the examinations of two different preterm infants (one per day) performed by the APIB Trainee (2 days). The Trainer observes, and guides if necessary, the trainee's administration. Trainee and Trainer independently score each of the assessments and subsequently compare and discuss in detail the scoring and any scoring discrepancies. Remaining questions may be addressed on Day-1 of the reliability session in order to enhance reliable competence on Day-2.
- 2.5.2. Review of reliability day examinations, assessment of administration competence and scoring accuracy, guidance and reflection on the training and reliability assessment experience; exploration of resources available and to be developed; planning for use of the new competencies and development of time line and calendar for future re-reliability certification. (0.5 days)

Certification confirms that the APIB trainee has completed the required preparation and training components as outlined above to a level judged to be of sufficient quality by the APIB Trainer.

### 3. Processes

The processes involved in APIB Professional development and certification consist of on-site contact work and long-distance work.

#### 3.1. On-Site Contact

On-Site Contact of the APIB Trainer and the Trainee at the Site of the APIB Trainee's Center is required on average four to five times, each contact session typically three days in duration, and as follows:

- 3.1.1. APIB Site Consultation
- 3.1.2. Introductory APIB Training Session
- 3.1.3. APIB Workday Session
- 3.1.4. Final APIB Reliability Session

#### 3.2. Long Distance Work

Long Distance work involves the work of the APIB Trainer with the APIB Trainee, with the following components:

- 3.2.1. Trainer's Review and feedback to the Trainee regarding the Trainee's self assessment and the site's assessments
- 3.2.2. Critical evaluation of the APIB Trainee's scoring and if agreed upon, clinical report based on the APB

### 4. Quality Control

Quality control consists of continued correspondence, review and intermittent face-to-face contact and work and reflection sessions as indicated in order to assure progress and growth in the provision of high quality training.

### 5. Costs

The Trainee and/or his or her Nursery or Center is responsible for the payment and reimbursement of the APIB Trainer. Payment is expected as per a negotiated agreement between the respective parties. Minimum expectation is typically at the level of the Trainer's current daily fee structure.

Site consultation to the site of the Trainee is a required part of the training process, and must be included in the initial cost projections for training.