



MINUTES
Quality Assurance Advisory Council (QAAC)
Video Conference Meeting
March 25, 2020

1300-1430 EST

Participants

Present: Heidelise Als, Deborah Buehler, Melissa Johnson, James Helm, Inga Warren, Nikk Conneman, Dorothy Vittner, gretchen Lawhon, Jean Powlesland

Absent: Joy Browne, Karen Smith, Graciela Basso

Courtesy Copy: Kathleen VandenBerg

Minutes from the February 19, 2020 Quality Assurance Advisory Council (QAAC) meeting were presented electronically. Motion to approve the Minutes carried.

Update from members dealing with COVID-19 crisis: Each QAAC member faces unique challenges, and all are continuing to find ways to support and contribute to our work on behalf of infants and families. The topic of family presence during the COVID-19 time occupies many of the hospitals with which we have relationships. As this crisis continues, we consider ourselves advocates for families as crucial partners in the care of their children. The NFI is working on a statement in support of parents and their infants in hospital.

Follow-up of survey on the topic of mentoring meetings via ZOOM during and after training: The survey, developed by J. Helm, has been distributed to the NIDCAP Trainers' Google Group. So far, 6 responses have been received by M. Johnson. She will resend the survey with a reminder to complete. If indicated, individual reminders will be sent.

Program Committee/QAAC description: The Council once more reviewed the description of the QAAC, written by H. Als and D. Vittner; J. Powlesland made suggestions for clarification.

ACTION ITEM: D. Vittner made proposed changes to the document and sent it to the QAAC members for review and approval. Upon approval by the QAAC the revised document will be brought to the next Board of Directors meeting by D. Vittner.

Discussion of the FINE (Family and Infant Neurodevelopmental Education) Description Document: I. Warren had followed up on the decision from the last QAAC meeting to prepare a one-page description of the FINE program. I. Warren clarified the roles and definitions for this program, including directors and their advisers, licensees, mentors, and faculty. Of particular importance is the role of licensees, who are responsible for ongoing training in the geographical area that they serve. Thus they have the responsibility to select faculty, who provide

Mentoring caregivers. Changing hospitals. Improving the future for newborns and their families.

the education under that license. The faculty members' backgrounds vary as to the level of FINE that they may teach. Fine Level 1 faculty may be NIDCAP Professionals, and other area specialists with role preparation varying by country and by specific topical area of expertise such as pain. FINE Level 2 largely is taught by NIDCAP Trainers and several other expert professionals. All Faculty must have participated in FINE themselves before teaching others. The role of trained parents as faculty to provide some of the education is in development.

These was extensive discussion regarding the relationship between FINE education and NIDCAP training. H. Als noted that I. Warren's statement well expressed this relationship. g Lawhon asked if there are data on how many individuals who have completed FINE training go on to NIDCAP training. These data are not yet available. I Warren stated she would look for ways to obtain this information in the future. J. Helm suggested that the process of NIDCAP training registration should include a question about FINE participation with Level of FINE completed.

ACTION ITEM-1: J. Powlesland. will work with S. Kosta to add this question to the NIDCAP registration form.

ACTION ITEM-2: H. Als & I. Warren will continue to refine this document with the goal of including it on the NFI webpage so that visitors to the page may readily see how the FINE and the NIDCAP training process intersect and support one another.

Discussion of the process of updating the required and recommended NIDCAP reading lists: This major task is being addressed by the NIDCAP and Science Sub-Committee. The sub-committee members are addressing a number of issues, including the publication dates of some of the articles, the plethora of new material on brain development, outcome research, reflective process, and other topics. The group is working intensively on organizing the reading list, clarifying the rationale for inclusion, and identifying at what stage of training each article likely is most appropriate. Finding a balance between the inclusion of new material with retaining critical foundation information, in the context of a realistic number of required and recommended articles, was discussed.

ACTION ITEM: H. A. commended the NIDCAP and Science Sub-Committee for making an excellent start on this task, and requested that D.V. (a member of both the QAAC and the Science Sub-Committee) share encouragement with the Science group to continue this work. The QAAC will continue to engage with and support this work. The suggestion was made to seek summary papers on aspects of NIDCAP from the academic community, e.g. from work presented at the Gravens Conference, etc. I. W. is also interested in bringing together this work with her efforts to develop an MSc Curriculum focused on NIDCAP.

THE NEXT QAAC MEETING WILL BE HELD ON WEDNESDAY, APRIL 29, 2020 FROM 1300-1400 EASTERN DAY-LIGHT TIME. If conflicts emerge, please, notify M. Johnson in case another DOODLE poll were to be called for.

Respectfully submitted,
Melissa R. Johnson

March 25, 2020

NOTE: Should NFI Members wish further detail or have questions related to the Minutes, please feel free to write to any of the Members, who attended this meeting.
