

BRIDGE to Better Delegation: Building Respect, Trust, and Teamwork in Pediatric Nursing

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BACKGROUND

- Unlicensed assistive personnel (UAP) are increasingly employed in acute care settings to support registered nurses (RNs) in providing direct patient care.¹
- Delegation between RNs and UAP is a critical yet often challenging aspect of pediatric nursing practice.¹
- Ineffective delegation may lead to role confusion and teamwork breakdowns that affect both staff satisfaction and patient outcomes.^{2,3}

PROBLEM IDENTIFICATION

- In Aug. 2025, 98 RNs and UAP on a 34-bed pulmonary, complex care, and general pediatrics unit at a large, urban, academic children's hospital were asked to participate in open-text surveys and listening sessions about delegation-related topics
- A total of 50 (51%) survey responses from RNs and UAP revealed:
 - **Limited clarity of UAP role and scope of practice** (40% reported UAP role clarity vs. 84% for RN role)
 - **Weak mutual respect between RNs and UAP** (66% reported that mutual respect was not strong)
 - **Team member discomfort in providing feedback** (66% reported feeling uncomfortable)
- Key themes from open-text survey responses and focused listening sessions (total n =70, 71%; RN=50, 64%; UAP=20, 100%) were identified:
 - **Inconsistent teamwork**
 - **Hesitancy to seek help**
 - **Need for clearer delegation guidelines**
 - **Gaps in mutual respect and role understanding**

EBP PROJECT PURPOSE

- To develop, implement, and evaluate a structured, evidence-based training program aimed at enhancing RN and UAP role clarity and promoting respectful and effective delegation and teamwork

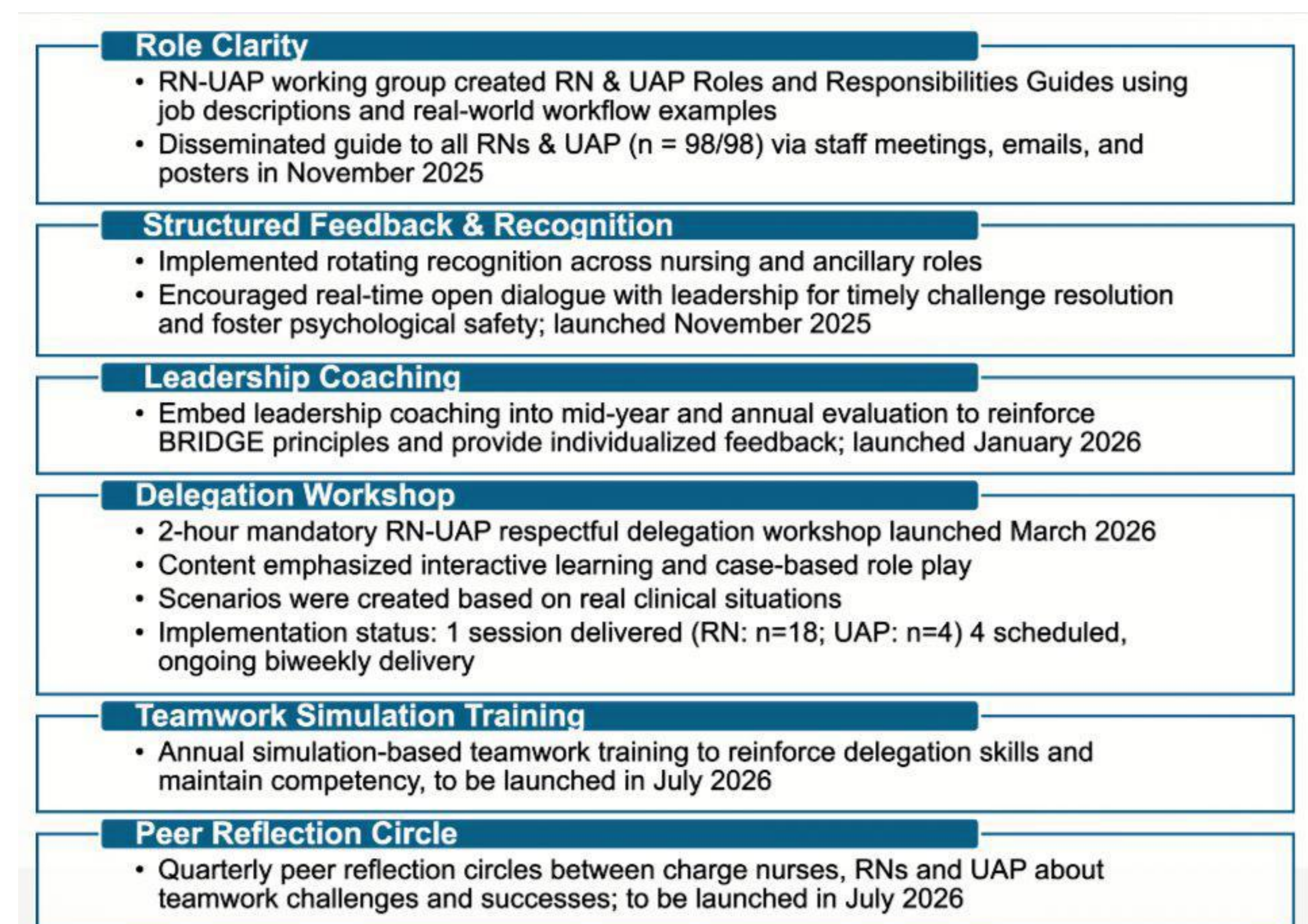
PICO(T) QUESTION & METHODS

- **PICO(T):** On inpatient pediatric units, how do structured delegation training programs, compared to no delegation training, affect RN-UAP delegation and teamwork over 12 months?
- **Review of the Literature**
 - **Database Searched:** PubMed, CINAHL
 - **Keywords:** registered nurse, unlicensed assistive personnel, delegation, intervention, educational training
 - **Limits:** English, years of publication 2016-2026, research articles
 - **Search results:** 524 articles identified (PubMed n=474; CINAHL n=50)
 - **Included:** 3 articles discussed RN-UAP delegation intervention in acute care settings; 2 articles identified from an integrative review,² total of 5 articles included
- **Appraisal and Summary of Evidence**
 - The Johns Hopkins Nursing Evidence-Based Practice Appraisal Tool was utilized to assess the level and quality of evidence
 - One level I article,⁶ three level II articles,^{2,4,5} and one level V article³
 - Interventions include delegation simulation with role play and lecture on delegation, teamwork, and communication.
 - Delegation interventions improved teamwork and/or communication, RN's preparedness to delegate, reduce role ambiguity, reduce feelings of disrespect among UAP
 - View details of the Table of Evidence by scanning the reference QR code on the right

IMPLEMENTATION PROCESS

- Principles of the Building Relationships for Interprofessional Delegation Growth and Engagement (BRIDGE) Program are:
 - B: Build trust**
 - R: Respect roles**
 - I: Include clearly**
 - D: Develop others**
 - G: Grow accountability**
 - E: Engage continuously**
- Figure 1 provides implementation process details

FIGURE 1. BRIDGE IMPLEMENTATION PROCESS



FUTURE EVALUATION PLAN

- **Key Outcomes and Evaluation Approach**
 - Role clarity (particularly UAP role clarity): Pre- and post-implementation unit-based survey
 - RN-UAP delegation practice: Unit-based survey, post-simulation debrief
 - Psychological safety and feedback comfort: Press Ganey Engagement Survey
 - Teamwork and recognition practices: Press Ganey Engagement

CONCLUSIONS

- The BRIDGE program was developed using an evidence-based process that integrated validated findings from the literature, clinician input, and unit-specific priorities and needs to design practical, context-relevant delegation interventions.
- Implementation continues; outcomes will be assessed in future phases to determine the program's impact on role clarity, delegation practices, and team dynamics, including collaboration, engagement, and shared understanding across roles.

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REFERENCES

