

Building expertise: Creating professional development opportunities for unlicensed assistive personnel



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BACKGROUND

- Unlicensed Assistive Personnel (UAP) play a significant role in delivering high-quality healthcare and are essential members of the interprofessional team
- UAP Workshops provide ongoing, standardized education targeting:
 - Communication Strategies
 - Skills Stations: Vital Signs, Patient Feeding based on age
 - One-to-One Observation
 - Additional topics addressing professional practice gaps
- UAP Workshop facilitators are traditionally Nurse Professional Development Specialists (NPD)
- Feedback from the annual organizational Education Needs Assessment (ENA) and feedback from learners revealed numerous expert UAP team members expressing interest in participating as instructors

METHODS

- The Awareness, Desire, Knowledge, Ability and Reinforcement (ADKAR) change management model was utilized to support the organizational change
- The development process was grounded in adult learning principles and utilized a peer-to-peer education approach
- Leadership and stakeholder buy-in was obtained by emphasizing the potential more efficient use of staff resources, improved satisfaction with the workshops and improved UAP instructor satisfaction
- Qualitative data was gathered from UAP instructors through end of course debriefing led by the NPD team



RESULTS

- NPD staff in leading the workshops has been reduced by 50%, resulting in significant cost savings and improved resource utilization for the NPD department

Day of Support	NPD	UAP Instructors
Pre-Implementation	7	0
Post-Implementation	3	3

- UAP instructors were satisfied with the professional development opportunity to teach their peers, and they expressed an increase in job satisfaction
- Challenges
 - Frequency of UAP teaching opportunities
 - Class and instructor cancellations
 - 12-hour employees teaching an 8-hr education day resulted in financial barriers for UAP instructors

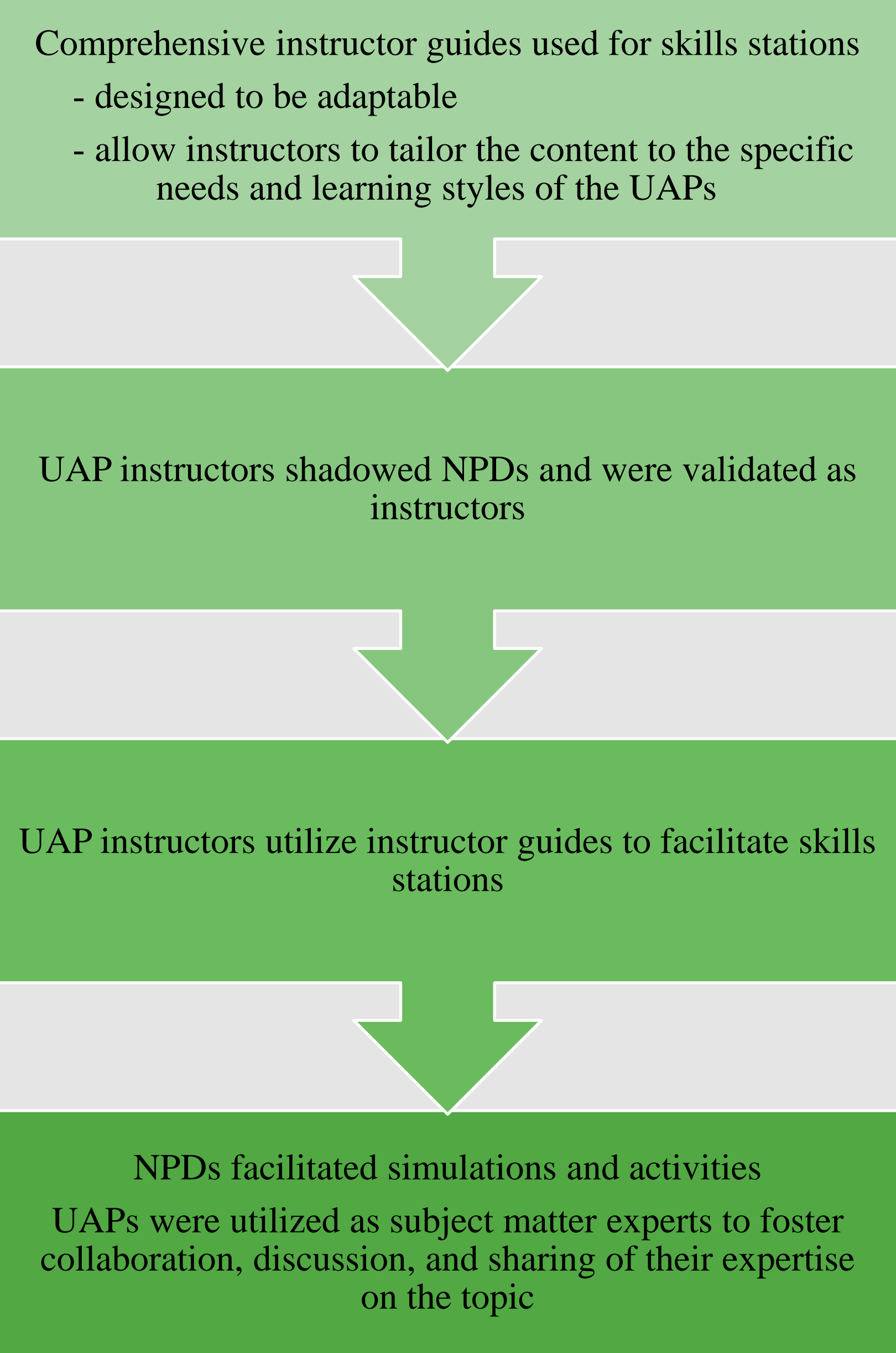
CONCLUSIONS

- UAP instructor model is feasible for UAP workshops
- Next steps include
 - Continue to review ENA results
 - Train new UAP instructors to increase the pool
 - Develop a rotating cadence for instructors for equity of teaching and professional growth opportunities

PURPOSE

- To enhance the UAP workshop and provide additional professional development opportunities for UAPs, the purpose of this project was to create a new instructor role for UAPs in the workshops

IMPLEMENTATION



REFERENCES

