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

ENA SURVEY: "IDENTIFY HOUSEWIDE EDUCATIONAL TOPICS YOU'D LIKE TO LEARN" (SELECT ALL THAT APPLY) HOSPITAL ACQUIRED CONDITIONS PROFESSIONAL DEVELOPMENT CATALOG COLLABORATIVE PARTNERSHIP E-NEWSLETTER CRISIS PREVENTION AND DEESCALATION CRUCIAL CONVERSATIONS DIAGNOSES / DISEASE PROCESS CARING FOR FAMILIES PROFESSIONAL GROWTH 0% 10% 20% 30% 40% 50% 60% 70

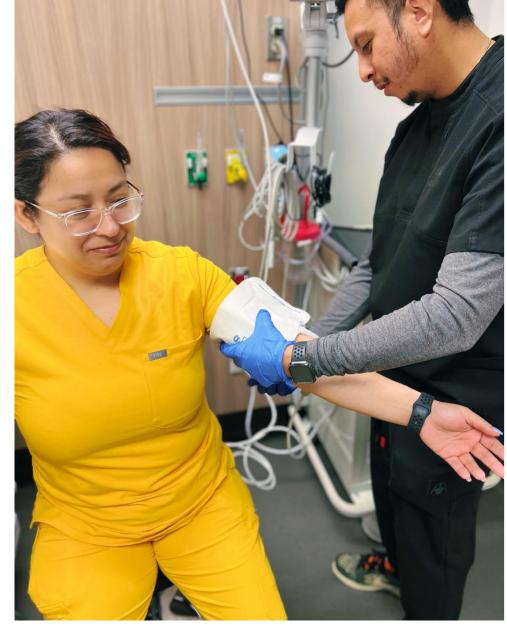
PURPOSE

• 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

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





IMPLEMENTATION

Comprehensive instructor guides used for skills stations
- designed to be adaptable
- allow instructors to tailor the content to the specific needs and learning styles of the UAPs

UAP instructors shadowed NPDs and were validated as instructors

UAP instructors utilize instructor guides to facilitate skills stations

NPDs facilitated simulations and activities

UAPs were utilized as subject matter experts to foster collaboration, discussion, and sharing of their expertise on the topic

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

REFERENCES

