RN Leaders Developing UAPs through Continuing Education

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Learning Outcomes

Upon completion of this presentation, the learner will be:

1. Informed about innovative and effective teaching strategies that can be used for continuing education and training for UAPs.

2. Provided with an ongoing education model that assists UAPs in reaching their highest potential.
UAP Defined

• Unlicensed Assistive Personnel includes:
  – Certified Nursing Assistants (CNAs)
  – Nursing Attendants
  – Nursing Aides
  – Nursing Support Technicians
  – Patient Care Technicians

• “Allied healthcare professionals assigned by a RNs to perform technical and non-technical services in treatment of patients and their families”

  Spence, 2001, p. 109
UAP Utilization: Historical Perspectives

• UAP used periodically during:
  – Nursing shortages
  – Need for cost containment

• 1950s – UAP utilization started
• 1960s – UAP utilization was cyclic
• 1970s - early 1980s – decrease use of UAPs
UAP Utilization: Historical Perspectives

• Late 1980s – UAP recruitment was driven by nursing shortage
• 1990s – UAP recruitment was driven by cost-containment efforts

• Over time, need for UAP increased and became popular in many acute-care settings
Hiring UAPs

• In 1990s, issues on UAP hiring surfaced due to the following assumptions:
  – UAPs receive basic training and education to practice
  – UAPs require only minimal orientation to perform duties
  – Use of UAPs were a substitute for RNs

• Issues on UAP hiring addressed through:
  – Licensing regulations
  – Education and training requirements
UAP Role in Patient Care

- UAP has expanded role over time
  - Perform basic care tasks
    - vital signs, giving baths, changing linens, etc.
  - Perform advanced clinical skills
    - Monitoring blood glucose, phlebotomy, urinary catheter insertion, etc.

- UAPs provide 57% direct patient care compared to 35% provided by nurses
Continuing Education (CE) for UAP: What’s in the Literature?

• 1990s – early 2000s literature on UAP CE was limited
• Hospital-based training and education created to prepare UAP for acute and critical care areas and school clinics
• Education comprised of rigorous technical skills training
• Issues surfaced with training for new settings:
  – Delegation
  – Role clarity
  – Team work
Continuing Education (CE) for UAP: What’s in the Literature?

• Current literature on UAP CE still scarce

• Hospital and unit-based training mostly focused on:
  – Clinical content mastery
  – Skills training
  – Hands-on practice on new equipment

• Outcomes includes shortened unit orientation, improved skills level, increased self confidence, and reduced attrition
Continuing Education (CE) for UAP: What’s in the Literature?

- Code of Federal Regulations for Public Health requirement for CNAs:
  - Minimum of 75 hours of initial training including:
    - 16 hours of didactic session
    - 16 hours of directly supervised practical training

- CNAs must complete 12 hours of CE annually

Continuing Education (CE) for UAP: What’s in the Literature?

- Standardized continuing education for UAPs is lacking

- Consequently, this led to variations in standards of training, education and practice
Institutional Practices Across MD

THINK TANK
then
SHARE
Designing, Implementing and Evaluating CE for UAPs

- Creation of Clinical Practice Enrichment Program (CPEP)
- Hospital-wide needs assessment conducted to determine topics and competencies needed
- Adopted a competency model
Designing, Implementing and Evaluating CE for UAPs

• CPEP three phase implementation:
  – Didactic classes
  – Skills review
  – Skills competency assessment

• Outcomes of CPEP:
  – Provided opportunity for CTs to practice at full extent of their certification
  – Enabled RNs to work at their highest scope of practice
Designing, Implementing and Evaluating CE for UAPs

• Determining annual CE topics and CT learning needs
  – CTs polled yearly
  – NM and RN-CT champions surveyed yearly
  – New hospital-wide initiatives (policies & standards, equipment, patient-care initiatives)

• Curriculum and instructional content developed and created by nurse educators expert on topic/competency
Designing, Implementing and Evaluating CE for UAPs

- Schedule of classes disseminated to all units
- Classes: 4 hours each topic
- NM/unit leaders schedule CTs for classes
- Requirement: complete 16 hours of CE classes/year
Designing, Implementing and Evaluating CE for UAPs

• Evaluation:
  – Short quiz at end of every class
  – Passing score of 80% or higher
  – CTs surveyed at end of each class

• Compliance report sent out to all units

• Compliance rate: 95-97%
Feedback from CTs:

“Thank you for giving us the opportunity to be here and learn a lot on handling patients”. Oct. 8, 2015

“This class is very informative and helpful for me to improve in my everyday job performance”. Oct. 10, 2015

“I think we should be educated more often”. Aug. 27, 2015

“I really enjoyed the class discussion and look forward to see you guys again”. Sept 17, 2015

“More interactions with CTs and RNs will become beneficial to all employees”. Oct. 22, 2015

“I am always excited when it comes to the SOARING classes. It is very interesting to me”. July 6, 2015
Benefits of Continuing Education: Based on literature

• Continuing education benefits for UAPs:
  – Increases knowledge
  – Advances skills
  – Improve patient outcomes
  – Increases patient satisfaction scores
  – Increases job satisfaction scores
  – Reduces attrition
QUESTIONS and FEEDBACK
References


References


