A key to success in healthcare education: Getting stakeholder commitment

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Introduction
Acute care hospitals are working to improve outcomes related to falls, delirium, pressure ulcers and length of stay. One contributor to all of these concerns is a lack of mobility of patients. Nurses seek physical orders and help from physical therapy to get patients moving. An evidenced-based, nurse-driven protocol was developed by an Advanced Practice Nurse at Hackensack University Medical Center so nurses could take the initiative in getting patients moving. A Nursing Professional Development (NPD) practitioner was assigned the project of getting 1100 nurses, nursing assistants and patient care technicians in the adult, in-patient setting educated in all aspects of this protocol. The cost in time and the impact on staffing to get everyone prepared was challenging. To be successful, educators, managers and leaders had to be committed to the project. Recognizing and balancing the various priorities in the midst of such a complex patient population was important to the team. The early involvement of program stakeholders, and throughout all phases of the project, is key to implementing evidence-based practice (EBP) projects in clinical settings (Manchon et al, 2014, p. 82).

Learning Outcome
Current state: NPD practitioners struggle to acquire support and commitment from various stakeholders to education projects that will necessitate the dedication of large amounts of human resources.

Desired state: NPD practitioners will develop strategies to promote and maintain teamwork and commitment to an education initiative without compromising collegiality.

Learning Outcome: At the conclusion of this presentation the participant will be able to identify strategies that will promote teamwork and commitment among the stakeholders in an education initiative.

The Program Content:
Why patients need to be more active
The nurse-driven protocol
Lift equipment
Ambulatory assistance devices
The mobility tool
Documentation
Continuing Education credits
Major considerations:
• Program crossed multiple domains: cognitive, psychomotor and affective.
• Varied level of education of participants

The Resources Needed:
Skills lab
Lift equipment
Assistive devices (walkers, canes, crutches)
Time
Evaluations
Handouts, laminated cards with information to be available on unit

Changes in Electronic Medical Record to coincide with staff readiness

The Educators:
Available around the clock
Needed to learn the information
Flexibility - to be able to work around current responsibilities

The Unit Managers:
Adequate staffing
Budget neutral
Needed to learn the information and support changes

The Physical Therapists (1 ambulatory)
Reinforce with education proper use of assistive devices
Assistance with classes
Provide assistive devices for training

Educator commitment:
• Department meeting explaining what needed to be taught and why. Educators gave input on how it should be done and what to include. Determined the length of the class and estimated how long the project would take to complete.
• Department meeting to review/confirm content and how to use the assistive devices.
• Schedule based on skills lab availability and already scheduled programs posted on a shared drive monthly. Weekend and evening classes scheduled close together to minimize schedule disruption and travel time.
• Each educator signed up for classes as they best fit their schedule. One person was the lead educator for each class. Two others signed up to assist with the hands-on training and could be dismissed by the leader if the class was small. Physical therapists signed up to help in some classes.
• Content added to orientation.
• Weekly email updates on progress with attendance.

Manager commitment:
• NPD practitioner attended a manager council meeting to explain the project and why the protocol was being implemented.
• Requested input from managers on times and days they could make it work.
• Assigned a second meeting of the council at 6 weeks to reaffirm commitment, validate schedule requirements, encourage attendance.
• Weekly email attendance updates with compliments for good attendance and progress and encouragement when attendance fell off. This was cc’d to leadership also.
• Calendar of classes for the month sent weekly.

Ongoing tracking & reinforcement:
• Reminders (Boosters) vetted via email to managers to be forwarded to staff and posted on units with reminders of material learned.
• Content reinforced and reviewed in 2017 annual competency classes.

Establishing Goals & Celebrating Successes

References

Acknowledgements & Contact Information
I gratefully acknowledge the incredible support and contributions made by my NPD colleagues in completing this project.
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