Improving developmental care provided by patient care assistants

Introduction and Background:
A children's hospital changed its care delivery model to an RN-PCA partnership. Subsequently, a gap was identified in PCA orientation and education related to the application of developmentally appropriate pediatric care. Using a multidisciplinary team this project focused on bridging this gap in patient care.

Purpose:
This project's purpose was to utilize a multidisciplinary approach creating new educational offerings for PCAs focusing on developmentally appropriate pediatric care which would ultimately improve care of all hospitalized children and families. Outcomes will be measured by results of pre/post tests of competence and confidence.

Target Audience:
The target audience for this project was 15 patient care assistants (PCAs) and all PCAs hired by this organization in the future.

Methods:
I. Identify and validate PCA knowledge gap with nursing managers, PCAs, and family
II. Created Multidisciplinary Team
   a. Reviewed, revised, evaluated and created new content ensuring appropriate structure, quality, depth, and literacy level of the materials and modules for its intended audience.
   b. New content education strategies included case studies, interactive games, and electronic learning modules
   c. Developed and validated tools for pre/post confidence/competence surveys.
   d. Developed PCA self-reporting data tool to track developmental care PCAs were providing in current state and post education.
   e. Developed course evaluation and completion certificate
   f. Met with 15 PCAs and explained scope of the study and use of self-reporting tool, completed pre confidence and competence surveys.

Data/results:
I. Three classes offered at a variety of times to facilitate attendance - No attendees
   a. Intervening factors
      i. Project Champion on maternity leave
      ii. PCAs working overtime due to extreme surge in patient census
      iii. Competing personal priorities of PCAs
   b. Revised Approach to accomplishing goal
      a. Obtained financial approval for additional resources to have PCAs attend class
      b. Education department incorporated a portion of new learning module into orientation for new PCAs
      c. New under development
         i. Integrated new materials into interactive electronic modules for use as professional development opportunities with existing PCAs

Leadership Journey:

Implications:
• No one showed up to class offerings due to personal conflicts, working overtime due to excessively high census and short staffing, limited ability to relieve PCAs of floor assignment to attend class, and project champion on leave which resulted in a revised approach to the project.
• Multidisciplinary group stalled in development of project due to 6 month delay awaiting IRB approval.

Conclusions:
Despite our failed attempt to offer classes, the importance of our project was recognized which allowed us to collaborate, with our education department for a two-prong approach: revised content was incorporated into PCA orientation, and we identified need for future interactive learning module for existing employees. All existing and new PCAs will complete the module; in addition, a pre and posttest will be required to achieve credit. Although the plan was not fully implemented as we originally envisioned the progression of the project has resulted in a greater impact on system orientation and employees. In the future it is hoped that this will transform care delivery for patients and families.

Next Steps:
• Actualize and evaluate the interactive electronic module to ensure it becomes a required educational module for PCAs.
• Incorporate the concepts of developmental care into PCAs daily activities and educate others.
• Influence the inclusion of developmental care for all PCAs in pediatric facilities across the country via modeling and podium or published presentations.

Leadership Journey:

References:

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