

Close the Gap, Circle Back!

Loyola University Health System • Maywood, Illinois

Ronald McDonald® Children's Hospital

Loyola University Medical Center

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1 Objectives

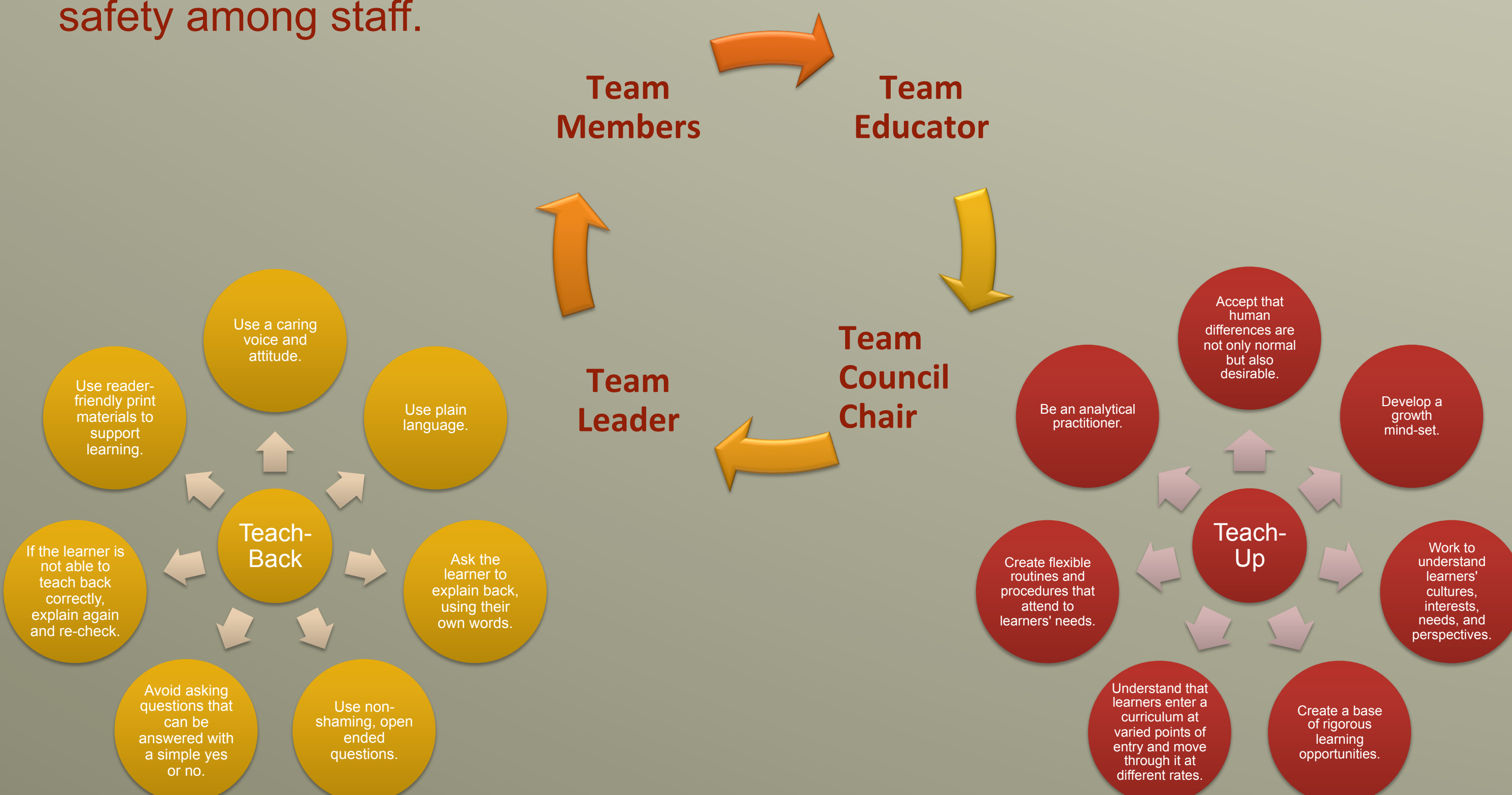
Incorporate strategies that promote lifelong learning and expert clinical practice.

Cultivate confidence, leadership, and communication styles to strengthen learning and teaching methods.

2 Background

Today's rapidly changing healthcare setting challenges nurses to remain current in a wide variety of knowledge and skills in order to maintain an environment that delivers safe, high-quality patient care.

Recognizing the variability of clinical competence, principles of the Teach-back method, Teaching-up, and a team building approach were incorporated to expand a culture of inquiry, accountability and safety among staff.



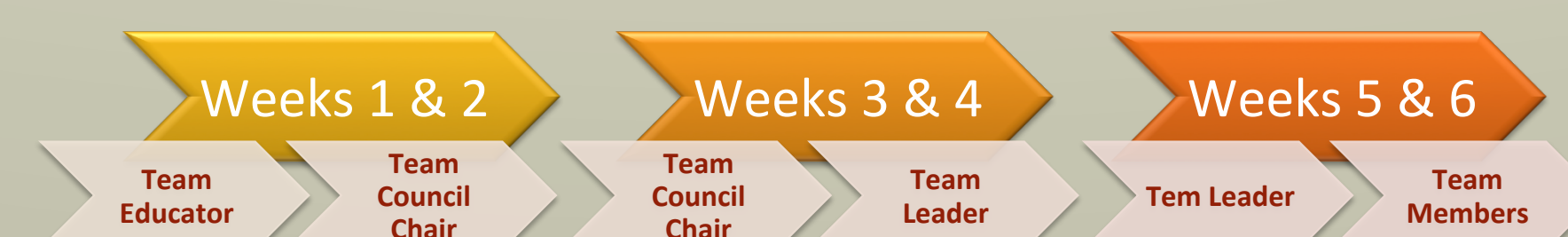
3 Methods

A needs assessment and staff survey were conducted to identify topics of interest and existing barriers to complete unit competencies.

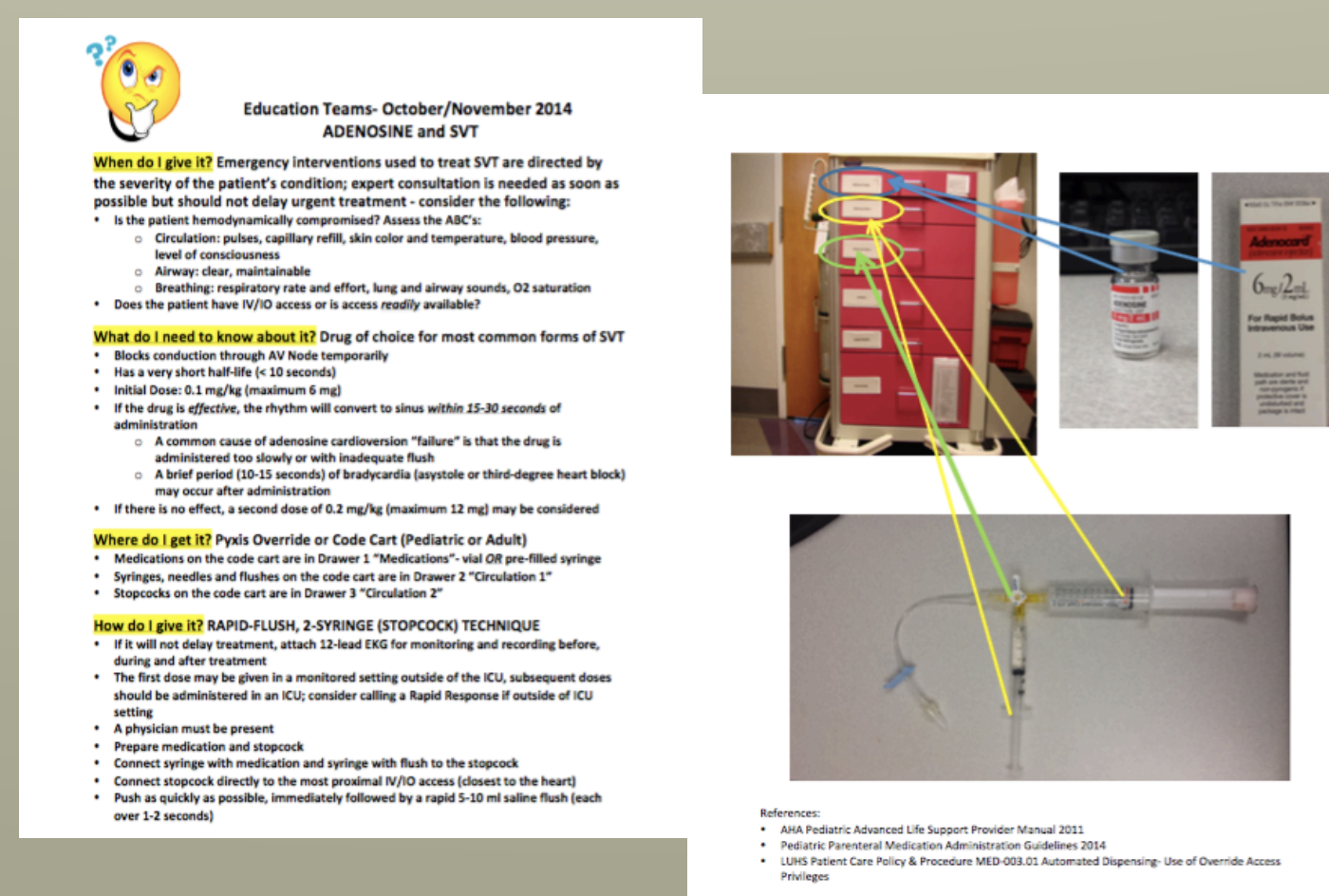
Staff were divided into small team “circles” consisting of a unit-based clinical educator, a unit council chairperson, a team leader, and four to five staff members.

Day/night and weekend rotations were taken into consideration as much as possible to allow for a more consistent communication handoff.

The timeframe to complete each topic was six weeks, which was broken down into two-week cycle handoffs based on roles within the circle:



A brief study guide was developed and used to facilitate an assessment of existing knowledge and skill, and to fill in any identified gaps related to the topic.



Acknowledgements:

Many thanks to the general pediatric and pediatric critical care nursing staff and leadership.

References:

1. Always Use Teach-back! (2015). 10 Elements of Competence for using Teach-back Effectively. Retrieved from <http://www.teachbacktraining.org>
2. Tomlinson, C. A. & Javius, E. L. (2012). Teaching up for excellence. *Educational Leadership*, 69, (5), 28-33. Retrieved from <https://rryshke.wordpress.com/2012/03/02/teach-up-create-a-classroom-that-works-for-all-students/>

Topics were focused on high-risk, less frequently used knowledge and skills and were condensed to include a few objectives that could be covered in less than 20 minutes, during work hours.

Staff were asked to discuss and demonstrate their understanding of the topic based on previous experience.

When necessary, re-teaching was completed to fill in any identified gaps related to the topic.



4 Outcomes

Using a designated team structure and relay-style handoff offered an opportunity to engage staff and to more easily identify gaps in knowledge and skill.

Consistent review of high-risk, less frequently used knowledge and skills served to enhance a culture of quality and safety.

Staff reported greater satisfaction and demonstrated increased accountability and empowerment in the clinical education process.

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