

## Connecting Your Audio

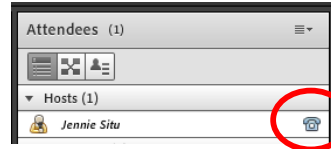
Want to ask a question over the audio?

Make sure you are dialed-in.


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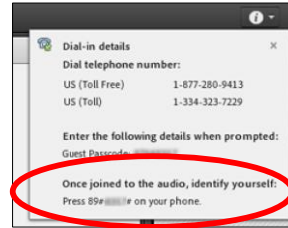
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## Learning Action Forum: Sharing Infection Prevention Strategies that Work

June 27, 2017



## Connecting Your Audio

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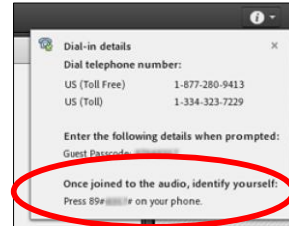
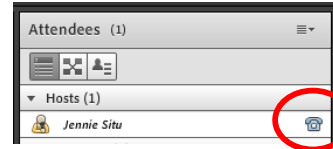
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## Presenters



**Vicki Brinsko, MSN, RN, CIC, FAPIC**  
 Director of Infection Prevention  
 Vanderbilt University Medical Center



**Shelby Lassiter, BSN, RN, CPHQ**  
 Clinical Content Development Lead  
 AHA/HRET

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## Today's Agenda

- Review the components of the implementation phase of the STRIVE Project
- Ask the expert
  - Infection prevention tips and tricks from STRIVE infection preventionists
- Creating successful competency-based training

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## STRIVE Project Implementation

- Congratulations on completing Onboarding and either your ICAR or PCA survey
- Tailored ICAR/PCA reports to guide focus
- Access to on-demand content to view on your own timeframe
- Monthly Learning Action Forums (LAF)
- Assistance and coaching from your State Partners
  - State Hospital Association, State Health Department, HIIN, Quality Improvement Networks, etc.

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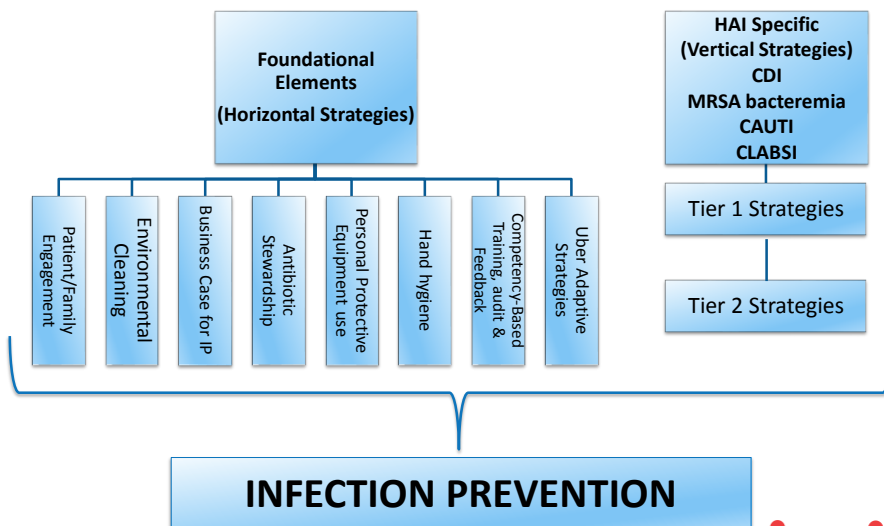
# Hospital ICAR and PCA Reports

## Personal Protective Equipment (PPE)

Option	Response
Training is provided to all personnel who use PPE	Yes
Training is provided upon hire, prior to provision of care at the hospital	Yes
Training is provided at least annually	Yes
Training is provided when new equipment or protocols are introduced	Yes
Training includes appropriate indications for specific PPE components	Yes
Training includes proper donning, doffing, adjustment and wear of PPE	Yes
Training includes proper care, maintenance, useful life, and disposal of PPE	Yes
Personnel are required to demonstrate competency with selection and use of PPE following training (i.e., correct technique is observed by a trainer)	No
Hospital maintains current documentation of PPE competency for all personnel who use PPE	No
Hospital has a defined process for auditing PPE selection and use, including donning and doffing	No
Hospital has a defined frequency for auditing PPE selection and use, including donning and doffing	No
Hospital has a defined improvement process for when non-adherence to PPE policies is observed, including donning and doffing	No
Hospital has a defined feedback process for providing audits to personnel regarding their performance with selection and use of PPE	No
Hospital has a defined feedback frequency for providing audits to personnel regarding their performance with selection and use of PPE	No
Necessary supplies for adherence to PPE recommendations specified under Standard and Transmission-based Precautions (e.g., gloves, gowns, mouth, eye, nose and face protection) are available and located near point of use	Yes
Hospital has policies that clearly define responsibilities for cleaning and disinfection of non-critical equipment, mobile devices and other electronics (e.g., ICU monitors, ventilator surfaces, bar code scanners, point-of-care devices, mobile work stations, code charts, airway boxes, etc.)	Yes
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• PPE101, PPE102, PPE103, PPE104</li> <li>• <a href="#">Guidance for the Selection and Use of PPE (CDC)</a></li> <li>• <a href="#">2007 Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings (HICPAC)</a></li> <li>• <a href="#">10 Ways to Protect Patients: Using PPE the Right Way (APIC)</a></li> <li>• <a href="#">Putting On and Removing Personal Protective Equipment (NEMM)</a></li> <li>• <a href="#">PPE Skills Competency Checklist (American Association of Nurse Assessment Coordination)</a></li> </ul>	

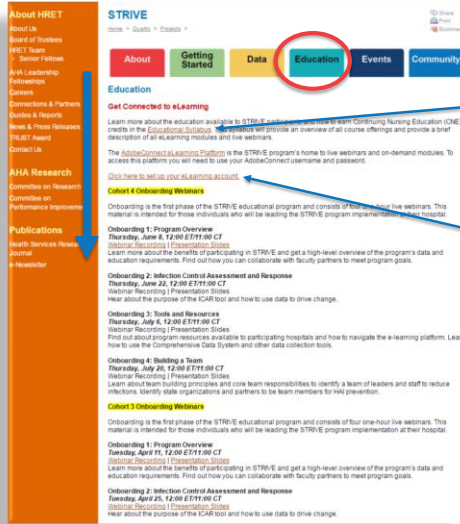
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# Project Framework



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# Accessing On-Demand Modules Via the STRIVE Website



Check out the education syllabus for more details about STRIVE education

Set up an Adobe eLearning account to access on-demand modules

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# Accessing On-Demand Modules Via the STRIVE Website

Click on the category of on-demand module you are interested in viewing

**On-Demand Modules: Foundational Infection Prevention Strategies**

The on-demand educational phase is comprised of brief courses that can be viewed at any time and that address both the technical and adaptive elements of infection prevention. Each **Foundational Infection Prevention Strategies** course is broken into two to four shorter modules to allow teams and hospitals to tailor their education based on gaps highlighted by their ICAR and/or Practice Change Assessment (PCA) results. These smaller modules may be appropriate to use for new employee or annual staff infection prevention training. The Foundational Infection Prevention Strategies modules are designed to address practices that apply to all types of infections.

**On-Demand Modules: Preventing HAIs**

STRIVE participants have access to **HAI-specific educational modules** on HAI-specific education on Clostridium difficile infection (CDI), methicillin resistant Staphylococcus aureus (MRSA) bacteremia, central line-associated blood stream infection (CLABSI) and catheter-associated urinary tract infection (CAUTI). Hospitals will choose which HAIs to focus on based on their HAI rates.

**Learning Action Forum Webinars**

Monthly **Learning Action Forums** are an opportunity for hospital teams to learn from one another and from national infection prevention experts.

**HAI Guides to Patient Safety**

The **Guides to Patient Safety** are brief, realistic assessments to identify reasons why a hospital or unit may have persistent challenges in preventing health care-associated infections.

Click on "View Now" to view the desired module or "Slides" to view the slides for that module

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## What are the Learning Action Forums?

- Monthly discussion-based webinars
- Opportunity to hear from other hospitals in the project
- Share success stories
- Ask questions of national experts
- Discuss strategies to overcome barriers

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## We Want to Hear from You!

- Do you have a unique approach to infection prevention?
- Do you have an infection prevention success story?

**We want to hear from you on the next LAF!**

Reach out to your State Hospital Association and let them know

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# ANY QUESTIONS?

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# ASK THE EXPERT!

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# INFECTION PREVENTION GAPS

Competency-Based Training, Audits and Feedback

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## Definitions of Competency

- “The knowledge, skills, ability and behaviors that a person possesses in order to perform responsibilities correctly and skillfully”  
*(O’Shea K, 2002)*
- “The application of knowledge and the interpersonal, decision-making, and psychomotor skills expected for the practice role”  
*(NCSBN, 2005)*

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## Competency Assessment

- Initial or Core Competency
  - Orientation
- Ongoing competency
  - Annually or when new skills/knowledge is introduced
- Specialized competency
  - Related to area of specialization such as infection prevention, critical care, etc.

*(Scott Tilley DD. Competency in nursing: A concept analysis. J Contin Educ Nurs. 2008; 39(2): 58-64.)*

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## Competency Assessment (Continued)

- If direct observation is not included as part of competency assessment, use alternatives
- Potential methods
  - Simulation
  - Evidence of daily quality work (rounds)
  - Exemplars
  - Check lists (audits)

*(Wright D, The Ultimate Guide to Assessment in Healthcare, (5<sup>th</sup> Ed), 2005)*

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## Bridge to Entrusted Practice



Slide courtesy CDC

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## Discussion Question



**How do you conduct competency-based training and tailor training to different roles?**

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## Diverse Audiences

- Health care personnel represent many different roles, cultural backgrounds, age, levels of education and literacy
- Competency based training programs must be designed to meet the needs of diverse group of learners

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## Engaging the Adult Learner

Adult Learners	Strategies to Engage Adult Learners
Focus on what they need to know	Ensure a clear understanding of expectations
Set their own goals	Mutually set goals
Are aware of their current knowledge	Assess current knowledge before teaching
Possess a wealth of life experiences	Relate learning to past experiences
May lack confidence or underestimate their own ability to learn (particularly if it is a new skill)	Sequence learning experiences to build confidence, then challenge when comfortable
May fear ridicule of peers	Create safe environment for learning

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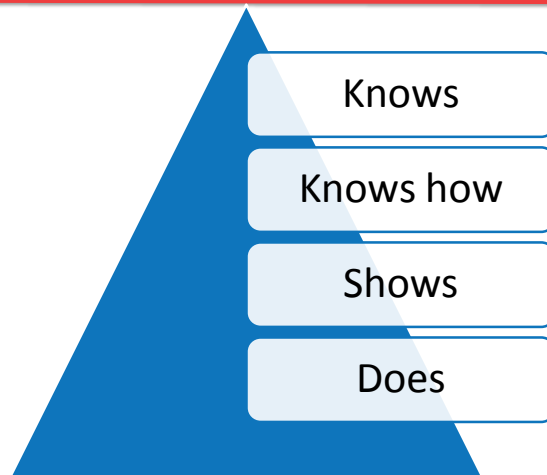


## Learners remember...

- 10% of what is READ
- 20% of what is HEARD
- 30% of what is SEEN
- 50% what is HEARD and SEEN
- 80% of what is HEARD, SEEN and DONE



## Assessing Competency



## Examples of Training and Assessment Tools

- ***CDC Targeted Assessment for Prevention assessment tools***
  - Hand hygiene and gloving
  - Urinary catheter insertion and maintenance
  - Environmental cleaning
- ***American Nurses Association***
  - Indwelling urinary catheter insertion checklist
- ***World Health Organization***
  - Hand hygiene training kit
- ***Office of Disease Prevention and Health Promotion: Partnering to Heal***
  - computer-based, video-simulation training program
  - Incorporates aspects of safety culture

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## Competency-Based Training: Essential Elements

1. All relevant health care personnel included in training
2. Training conducted upon hire, before provision of care/specific procedures
3. At least annually and when new equipment or protocols are introduced
4. Include specific elements of competency by domain
5. Require HCP to demonstrate competency following each training
6. System of documentation of competency for each HCP

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## Discussion Question



**What challenges have you faced with conducting competency-based trainings?**

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## Project Next Steps

- Review the STRIVE Syllabus
  - What modules make sense to view for your hospital's infection prevention goals?
- Checkout the modules on the eLearning platform
- Reach out to your State Partners for help
- Mark your calendar for the next Learning Action Forum

**Tuesday July 25 at 11:00 am CT**

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Thank You!

Event Evaluation

