**Frontline Nurse-Driven Interventions to Assess and Address Unit-Specific Training Needs in the Cardiac Intensive Care Unit**

**Project Plan and Interventions**

**Unit Based Training/ Mentoring Program Implemented to Enhance Orientation**

**Pre-Orientation:**
- CICU Professional Development Council to lead new hire Unit-based program
- Customize training to the needs of each hire group
- Welcoming profiles to introduce new hires to nursing staff
- Thorough review/competency checklists of new experienced hires and travelers

**During Orientation:**
- Standardized tours and observational experiences in OR and Cath Lab
- Feedback and tracking tools for preceptors
- Skills-development days for new grads to enhance their orientation (hands-on teaching from experienced nurses with best practices; followed by hands-on practice by new hires)

**Ongoing Support and Resources:**
- Guided monthly support group as long as needed
- Bridged communication between management and staff
- Train & sustain Used actionable just-in-time microlearning support app for on-demand staff access/reference for anytime learning reinforcement (on shift, on break, in transit, at home)
- Just-in-time learning individualized with videos covering unit specific procedures and updates prioritized by staff requested learning needs

**Project Goals**

**Background**

**Hospital Relocation /Unit Expansion = Increased Pressure on CICU Nurses:**
- After move to MB, increase in beds from 8 to 12; currently at 18 with expansion to Annex in Adult ICU
- High acuity with new surgeons; at full capacity
- Increase in staff by ~60% from 42 career RNs with 4 travelers to 65 career RNs with 6 travelers
- Increased percentage includes travelers & new grads
- Word-of-mouth and inconsistent updates lead to updates on order and workflow iterations not disseminated in an efficient and timely manner.
- Expectations and Challenges Facing Frontline Nurses:
  - Implement orders, policies and workflows received from institution, unit management, physicians and specialists.
  - Updates on order and workflow iterations not disseminated in an efficient and timely manner.
  - Word-of-mouth and inconsistent updates lead to practice deviation, inconsistency, staff frustration, and risk to patients.

**Actionable Resources to Aid Training:**
- CICU Professional Development Council (PDC) supports assessing and addressing needs of frontline nurses
- CICU and PICU staff helped develop prototype cloud-based just-in-time training support app (UCSF-backed Elemeno Health, Oakland, CA)

**Project Goals**

**Current State:** Feedback from orientees, travelers, staff and preceptors revealed gaps in continuing education needs, and discrepancies regarding specific practices, processes, workflows, and iteration.

**Objective:** Facilitate proficient orientation of new nurses to an acute high intensity population in CICU

**Target State:**
- Comprehensive orientation tailored to each new hire group
- Training individualized by feedback and metrics
- Ongoing support and use of resources including just-in-time microlearning support for anytime staff access or reference
- Effective communication between management and staff
- Empowered, supported and autonomous frontline nurses
- Reduce practice deviation, inconsistency, staff frustration, and risk to patients

**Project Evaluation & Impact**

**Next Steps, Dissemination & Lessons Learned**

**Next Steps**
- Develop unit based training/mentoring for experienced new hires
- Developing quarterly support group for all new hires
- Formally expand just-in-time support to full unit team: nurses, ancillaries, physicians
- Consider expansion of this approach to other units
- Support Professional Development Council for frontline staff in other units
- Empower staff to identify unit specific needs and create solutions
- Scale content through cloud to be available on-demand, around the clock
- Share unit expertise between units
- Scale specific microlearning expertise across affiliates (already started with BCHO ICU)
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**Dissemination**
- Addressing learning and practice gaps is most effective when identified collaboratively between frontline staff, providers, specialists and management
- Staff appreciates sharing expertise with peers
- Readily accessible training empowers staff and helps reduce practice deviation

**Lessons Learned**
- Addressing learning and practice gaps is most effective when identified collaboratively between frontline staff, providers, specialists and management
- Staff appreciates sharing expertise with peers
- Readily accessible training empowers staff and helps reduce practice deviation

**2018 UCSF Health Improvement Symposium**