



Role Empowerment within the Team-Based Nursing Model Using a Blended Education Approach



Northeast Georgia Health System

Purpose

The aim of this educational initiative is to enhance role empowerment for the registered nurse (RN), licensed practical nurse (LPN), and patient care technician (PCT) within the team-based nursing (TBN) model at Northeast Georgia Health System (NGHS).

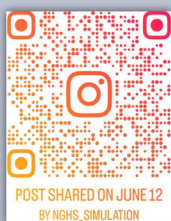


Background

TBN went live at NGHS in October 2021 in a trial phase with a unit-based education approach. TBN slowly spread to additional units. A team-based steering committee was created consisting of key stakeholders to evaluate the spread of TBN. Learning gaps were identified specific to collaboration, role delineation, and communication within the TBN model. The gaps in knowledge and practice were identified late, resulting in frustration and confusion of team members. Using evidence to close the practice gap and improve patient outcomes an immersive education plan was created.

Objectives

- Role delineation within the TBN model.
- Enhance confidence in professional practice for all team members.
- Describe TBN model standard of work at NGHS.
- Improve communication among all roles in the TBN model.
- Improve interpersonal relationships through collaboration within TBN model.



Methods

Participants: 68 (24 RN, 20 LPN, 24 PCT)

Pre and post survey created to examine participants perceptions, barriers, and knowledge. 1-hour post education debriefing session consisting of a 1-hour question and answer session.

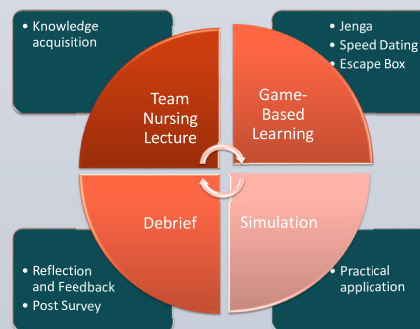
- ❖ Feedback was utilized by the instructors to enrich future learning events and improve practice standardization across the team-based care units.

A multi-modal education plan was created to address multiple learning styles using the key topics of **collaboration, communication, and delegation**.

Educational experience consisted of a PowerPoint lecture. Topics addressed: NGHS Policies, Georgia Board of Nursing Guidelines, and Scope of Care for each role.

Practical application, team building, and communication were addressed through game-based learning exercises (Jenga, Escape Box, Speed Dating).

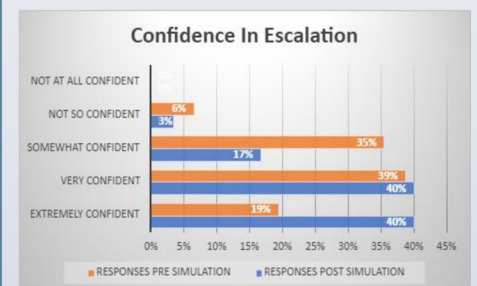
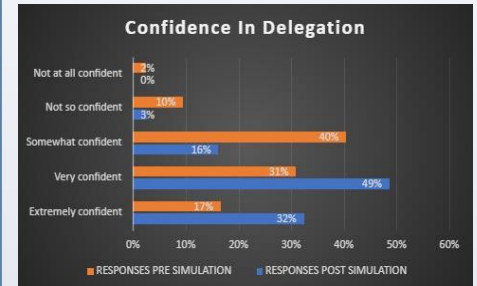
- ❖ Simulation offered venue for practice application in a safe environment to enhance confidence



1-hour post-education debrief was used to facilitate critical thinking, examine perceptions and barriers, identify practice application gaps.



Results



Implications

The initial education plan for TBN was implemented rapidly to address high patient-volume and limited staffing. Initial education lacked standardization, consistency, and the ability to meet evolving educational needs. Our multi-modal educational plan has been successful in closing the practice gaps identified.

Project Team

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References

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Acknowledgements

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