

EDUCATION/COMPETENCY PLANNING FORM

Presentation Name: 6West ACE Training Days

Presentation Dates/Times: 2009: 1/5; 1/14; 1/20/1/28

- Learning needs assessment: (reason for program) Annual Stroke Education Update
- Changing patient population
 - New equipment/technology
 - Plant, technology and safety management issue
 - Performance appraisal results
 - QA/QI activities i.e.:
- Others: _____
- _____
- _____

Target audience/staff to attend: All levels of staff from NM, Physical Rehab, and TCU

Evaluation of effectiveness of learning will be accomplished by: Staff are able to answer all questions (list attached)

OBJECTIVES: list objectives in operational/ behavioral terms. <i>(list/demonstrate, etc. - be specific)</i>	CONTENT (topics): list each topic to be covered and provide a description outline of the content to be presented or references for competency development. <i>(Attach copies of handouts, etc.)</i>	TIME FRAME: state the time frame for class or time allotted for completion of competency.	FACULTY: list the faculty person or presenter for each topic, or developers of competency. <i>(A Biographical Data form is also needed for nursing programs.)</i>	TEACHING METHODS: describe the teaching method(s) used for each objective and/or the method of competency evaluation. Attach a copy of checklists or post-test, etc.
<p><i>The employee will be able to:</i></p> <p>Answer PSC/Stroke care questions. (mock survey)</p> <p>Identify learning needs of 6West staff.</p>	<p>In patient: Stroke Alert/Code Stroke protocol review. Timeframe review of response times. Resources available to guide staff through Stroke Alert. Initiation of a Stroke Alert & Code Stroke. Critique of past Stroke Alerts/Code Strokes to continuously learn. Identify members of the Stroke Alert team, and the Code Stroke Team. Identify how the Stroke Alert and Code Stroke Team are activated. Identify measures that can be taken to improve our protocol processes.</p> <p>Visitor/staff/out-patients: Code Medical review</p> <p>Indications/contraindications of using tPA review.</p>	<p>1 hour & 15 minutes</p>	<p>Diane Park RN, BSN PSC Coordinator</p>	<p>Group discussion</p>

tPA prep & administration review, who mixes, who administers, risk/benefit information, timing (60 minute/3 hour) IA tPA candidates.

Neurological deterioration review. Frequency of VS & neuro assessments after tPA review.

Resources available for care of stroke patient review

Stroke Unit care-what sets us apart from med-surg units review; common complications & interventions to prevent complications.

Individualization of stroke patient care review.

Improving stroke outcomes review.

Performance improvement PSC work. (PDSA's) Utilizing data to improve outcomes.

Performance improvement policy review. Review of the 10 JC indicators.

Ensuring patient satisfaction review.

Patient/family education review; assessing readiness to learn; (health promotion, disease prevention, treatment, & family risk assessment)

Review of educational resources available; documentation; & individualizing education.

Review of guidelines. Identify how evidence is put into practice. Order set review; IPOC review; TR review; Education review.

Transfer protocol education.

Hand off communication review between ED and NM: PMH, onset, acute treatment in ED (1st ASA dose given?, NIHSS baseline score, dysphagia screen, SBAR form (new form starts 1/26/09)

Patient education regarding consequences of non-compliance.

Setting mutually agreed upon goals.

OBJECTIVES:	CONTENT (topics):	TIME FRAME:	FACULTY:	TEACHING METHODS:
<i>The employee will be able to:</i>				