

# New Virus – New Roles: Preparing Healthcare Providers for deployment during a pandemic

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## Background

The COVID 19 Pandemic has created multitude of challenges for Healthcare Professionals. Many staff experience an overwhelming influx of their workload, while others were diminished to no work at all. During the initial surge, staff without work were furloughed, or deployed to other units with no training from the education department. This created challenges for the unit receiving deployed staff and for the deployed staff themselves.

As the second wave was expected, the Educator Resource Center worked with Human Resources to create a plan to avoid staff being furloughed and to provide education to staff before being deployed. Education was provided to staff and personalized support was also provided to promote patient safety and improved staff satisfaction.

## Objectives

1. List two strategies used to prepare HCP to assist in the care of patients during a pandemic surge in an assigned setting performing support roles.
2. Verbalize two ways staff were supported by Jean Watson's Theory of Caring while being deployed in their new role.

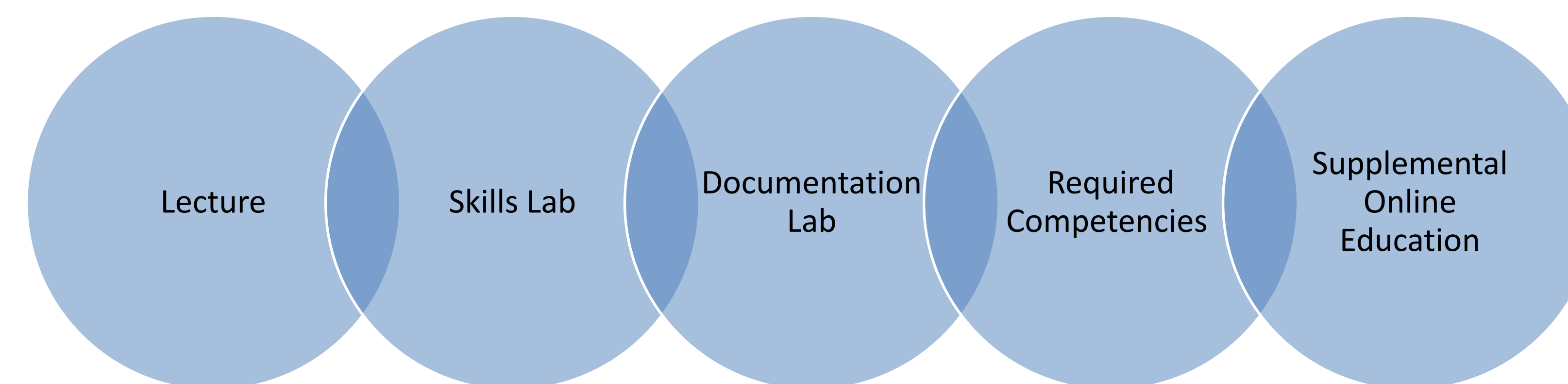
## New Role Development

Deployed staff were designated as support staff within the units. Creating a team of staff that could meet the surge demands, based on a team nursing model. Before starting the education, support levels were developed with specific tasks within each level. As the support levels increase, more tasks are added. Units were supplied with what tasks were included in each support level.

Support Level	Example Tasks	Example Staff assigned
Non-Clinical	Errands Sitter – suicidal or safety	Computer analysis Secretaries, Office staff
Tech 1	Basic ADL's Patient Rounding	Surgical Technicians
Tech 2	Vital Signs Point of Care Testing 12 Lead EKGs	Outpatient Medical Assistants Lower-Level Nursing Students Operating Room Nurses
Tech 3	IV insertion	Senior Nursing Students
Nurse 1	Focused Assessment Basic nurse tasks	Outpatient Nurses Nurses without Powerchair experience
Nurse 2	Full Assessment full charting	Pre/PostOperative Nurses Nurses with previous floor experience
Mid-Levels	Nursing Databases General Support on Units	Physician Assistants, Nurse Practitioners
Special Teams	IV Team or Code Blue Team	Assigned per skill level

## Surge Training

As staff were assigned to deployed, they would report to the educators for training and for leveling assessment. Training focused on helping the deployed staff to be ready for their new support role. A Multimodal Education was provided to each staff member depending on individual educational needs.



Training was developed to focus on active involvement, individual differences, and motivation behind education, which are main principles of adult learning<sup>1</sup>. Staff were given options for what education they felt they needed to review. They were given opportunities to practice with real equipment or complete tasks in the skills lab with the support of educators, without judgement. Additionally, staff members were given COVID Surge educational packets and resources within the learning management system.

Deployed staff were categorized by an educator based on their experience, skills, and comfort level. A surge training checklist was completed to maintain training documentation. Support Level hang tags were given to deployed staff to identify their level and training received. Staff were given the opportunity to level up as their comfort and skill level increased during their new roles.

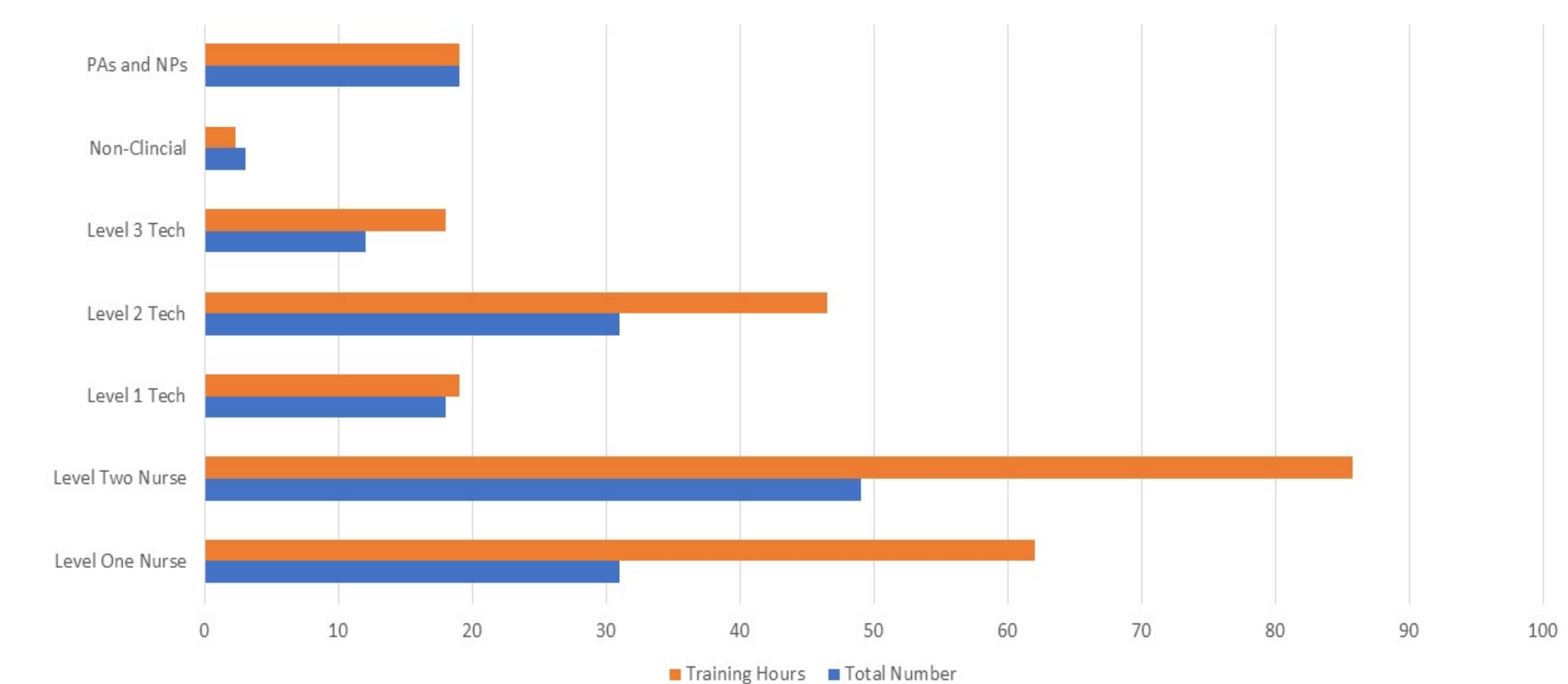
## Beyond the Skills

Using Theory of Caring by Jean Watson, deployed staff were approached as a holistic individual using carative factors.

Emotion	Cause	Interventions	Carative Factors
<b>FEAR</b>	<ul style="list-style-type: none"> <li>Unknown environment</li> <li>Rejection</li> <li>Job Insecurity</li> </ul>	<ul style="list-style-type: none"> <li>Provision of written materials as resource</li> <li>Contact information of educators, clinical excellence and unit leadership</li> </ul>	<ul style="list-style-type: none"> <li>Embrace</li> <li>Trust</li> <li>Nurture</li> </ul>
<b>ANXIETY</b>	<ul style="list-style-type: none"> <li>Lack of Skills</li> <li>Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Post-debrief by educators after each skill session</li> <li>Follow-up of educators to deployed staff/check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Trust</li> <li>nurture</li> <li>Deepen</li> <li>Balance</li> </ul>
<b>DISAPPOINTMENT</b>	<ul style="list-style-type: none"> <li>Deployment</li> <li>Lack of Leadership Support</li> </ul>	<ul style="list-style-type: none"> <li>Human Resources, Institution and Unit leadership town hall and staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Forgive</li> <li>Embrace</li> <li>Co-create</li> </ul>

## Training Totals Figures

**COVID Surge Training**  
Total 163 staff trained for Estimated 252.5 hour



## Conclusion - Recommendation

COVID-19 brought about challenges that showcased the institution's ability to adapt, by creating a surge support educational training program that allowed staff to function outside of their area of expertise.

The Jean Watson Theory of Caring provided the opportunity to address educational initiatives with an emphasis on the holistic needs of each individual

### Recommendation:

Future education endeavors should include carative factors to meet the individuals' needs beyond skills validation.

## References

We would like to say thank you to the Sinai Educators for all their efforts to set up this Surge training, and to all the deployed staff that worked on other units during the surge to assist team members and provide safe patient care.

### References:

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