

## Background

Aside from initial NT education programs, there is very little in the literature about NT education in acute care. A NTA can prepare frontline staff to understand the 'why' and 'how' of caring for the older adult. The goal of incorporating NICHE principles in this program is to educate them to care for the 'Gray Tsunami' and to enhance the quality of care provided to the geriatric population.

## Introduction

The IOM's (Institutes of Medicine, 2010) Future of Nursing report includes recommendations for health care organizations to provide the support for nurses to engage in continued learning. Organizations were charged to ensure that nurses have the knowledge and skills necessary to care for diverse patient populations. Considering this IOM recommendation, the inclusion of nurse technicians into educational programs that prepare them to assist the nurse is imperative. In the U.S., employment estimates for UAPs is estimated at 1,420,570. North Carolina has an estimated 55,400. According to Kleinman and Saccomano, "to meet challenges of continuing change in the health care industry and maintain organizational viability in increasingly competitive markets, the use of the registered nurse—unlicensed assistive personnel (UAP) model is an undeniable reality that fills the void created by the current shortage of nurses and decreases the costs of providing patient care" (2006).



## Purpose

Describe a program designed to prepare entry level nursing technicians (NTs) to transition into the acute-care setting.

Discuss educational strategies and in the implementation of a Nurse Tech Academy (NTA).

## Methodology

Executive leadership endorsed the importance of a NTA program, as well as the NICHE program. A multidisciplinary approach to coordinate and develop the academy using a shared governance model was conducted. The curriculum was designed using content experts who incorporated information from the GPCA modules into their presentations. Development of a NT orientation pathway ensured standard processes were followed. Pre-post-tests were used to assess knowledge acquisition. Program feedback surveys were administered to all participants and nurse leaders who added these NTs to their teams. All participants completed the entire program and were subsequently placed on nursing departments throughout the organization. Each participant received a GPCA certificate and pin.



## Conclusion

Detailed information about the educational needs and aspirations of NTs in acute care settings is scarce. NTA programs provide entry-level nurse technicians the resources to develop the skills, competence, and confidence to assist the nurse in meeting the needs of distinct patient populations. The NTA also provides significant benefits—by improving retention and strengthening relations with community academic institutions. This program can also be a bridge that promotes continuing education and could lead to further pursuit into the nursing profession. Finally, the need to disseminate the findings of an educational program specifically designed for the UAP(NT) has a dynamic impact on the future of healthcare.

## Results



Academy Dates	# Enrolled	Retention
August 2015	17	100% (11 months post NTA)
December 2015	15	93% (7 months post NTA)
September 2016	7	In process

## References

Bureau of Labor Statistics Occupational Employment and Wages, May 2015  
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Kleinman CS, Saccomano SJ. Registered nurses and unlicensed assistive personnel: an uneasy alliance. J Contin Educ Nurs. 2006 Jul-Aug;37(4):162-70.