

# Staff Empowerment Through Education

Chanteria Jackson, MSN, RN; Gretchen Edmonson, BSN, RN; Kevin MacVane, BSN, RN;  
Jovy Johnson, BSN, RN; Lauren Kupillas, BSN, RN; Star Jorgenson, ADN, RN

UCLA Health

Ronald Reagan UCLA Medical Center | Procedure & Treatment Unit (PTU)



## Introduction

As clinical settings become more complex and the demand for high-quality care increases, staff education has become a strategic priority for ensuring quality, safety, and innovation. This education project was developed to address gaps in knowledge, inconsistent practices, and new evidence affecting staff performance and patient outcomes. Based on a thorough needs assessment, targeted training was identified as essential to improving clinical skills, supporting organizational standards, and promoting evidence-based practice. The project aims to meet immediate learning needs, build staff competency and confidence, and ultimately enhance patient care.

## PICOT Question

In PTU staff (P), how does monthly staff education on PTU procedural topics, compared to no education, impact staff knowledge, proficiency, and comfort with procedures (O) over a 6-month period (T)?

## Practice Change and Implementation

To support ongoing professional development, a structured series of monthly staff education sessions was implemented. These sessions were delivered in a hybrid format—both in person and virtually via Zoom—to accommodate varying staff schedules and roles. Recordings were made available for those unable to attend live and for staff who wished to revisit the material.

Led by expert presenters, including attending physicians and device representatives, the sessions offered flexible, high-quality learning experiences. The hybrid approach enhanced accessibility through virtual participation while maintaining opportunities for hands-on learning and real-time engagement during in-person sessions. The growing integration of technology, such as Zoom, reflects broader trends in clinical nursing education.

Given the rapid advancements in healthcare, it is essential for nurses to continually update their knowledge and skills. To enhance the effectiveness of the program, nurses were encouraged to take an active role in shaping their learning. Topics were selected based on staff interests and requests expressed during staff meetings, ensuring that the content remained relevant and responsive to clinical practice needs.

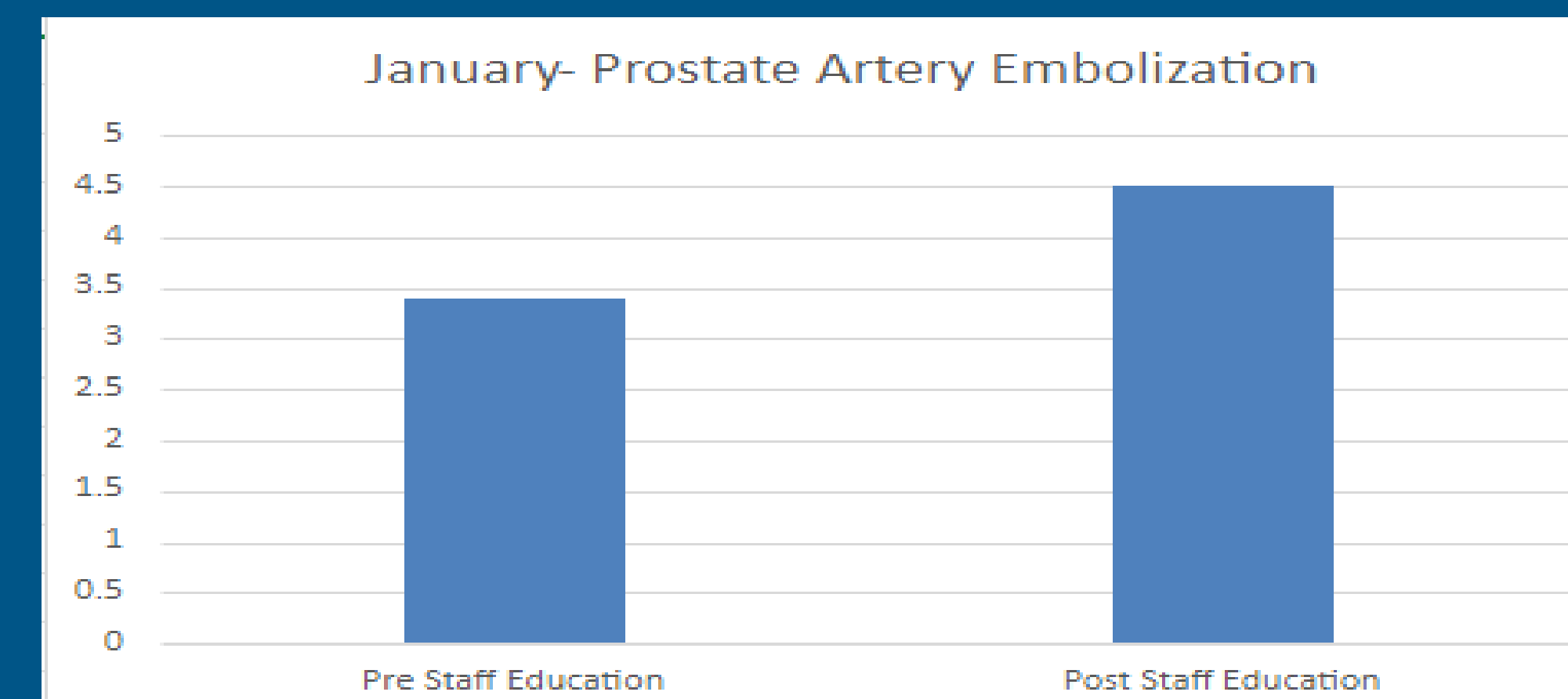
## Outcome Measures and Results

Surveys were given to staff before and after each monthly education session to measure confidence and understanding of each staff member. It was not a requirement for all staff to attend or view the education provided.

### January: Prostate Artery Embolization By Dr. McWilliams

#### Included review of:

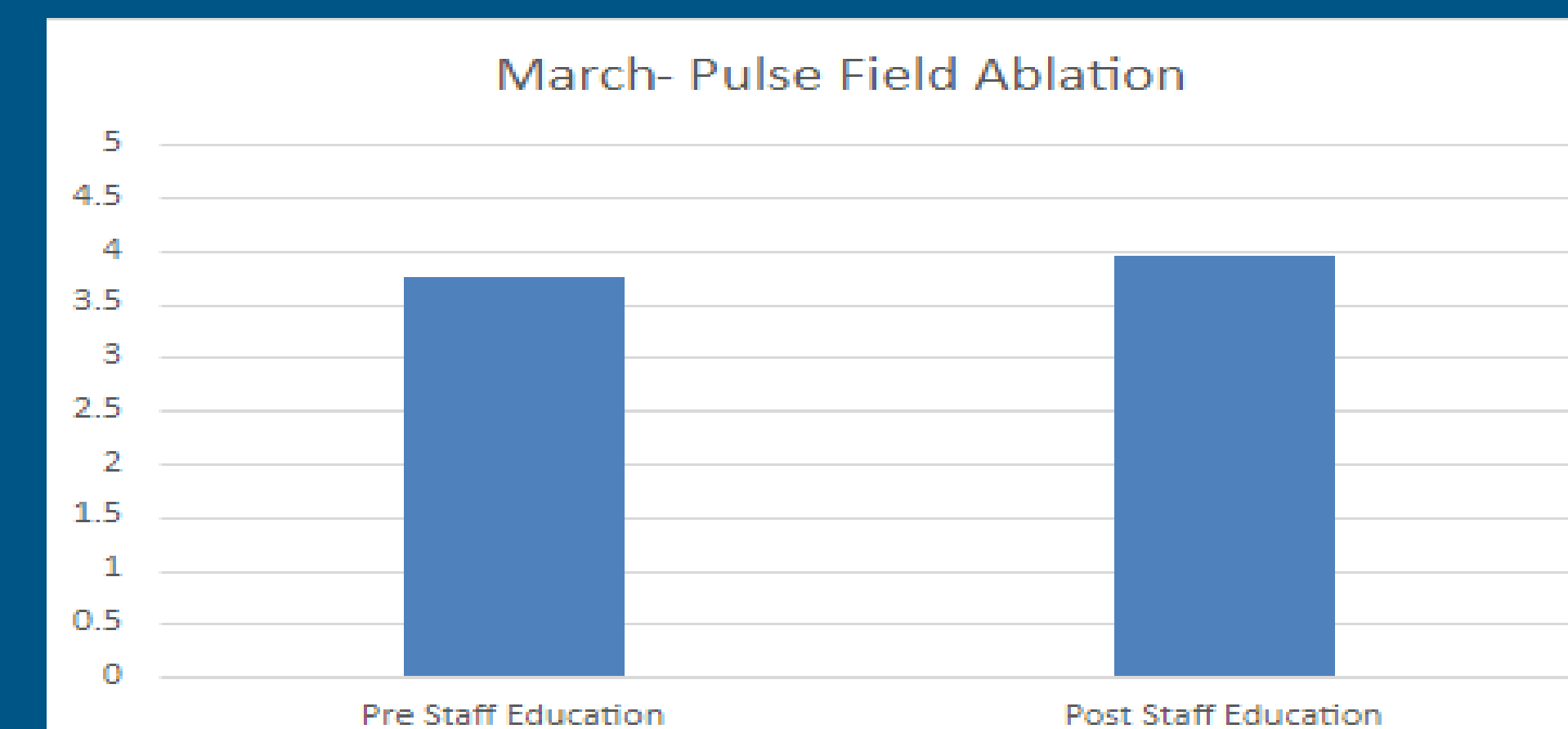
- BPH
- Treatment options- surgical vs PAE
- PAE rationale, technique, potential advantages, ideal candidates, outcomes, possible complications, discharge instructions
- CELT closure device



### March: Pulse Field Ablation By Boston Scientific Representative Cameron Schiffer

#### Included review of:

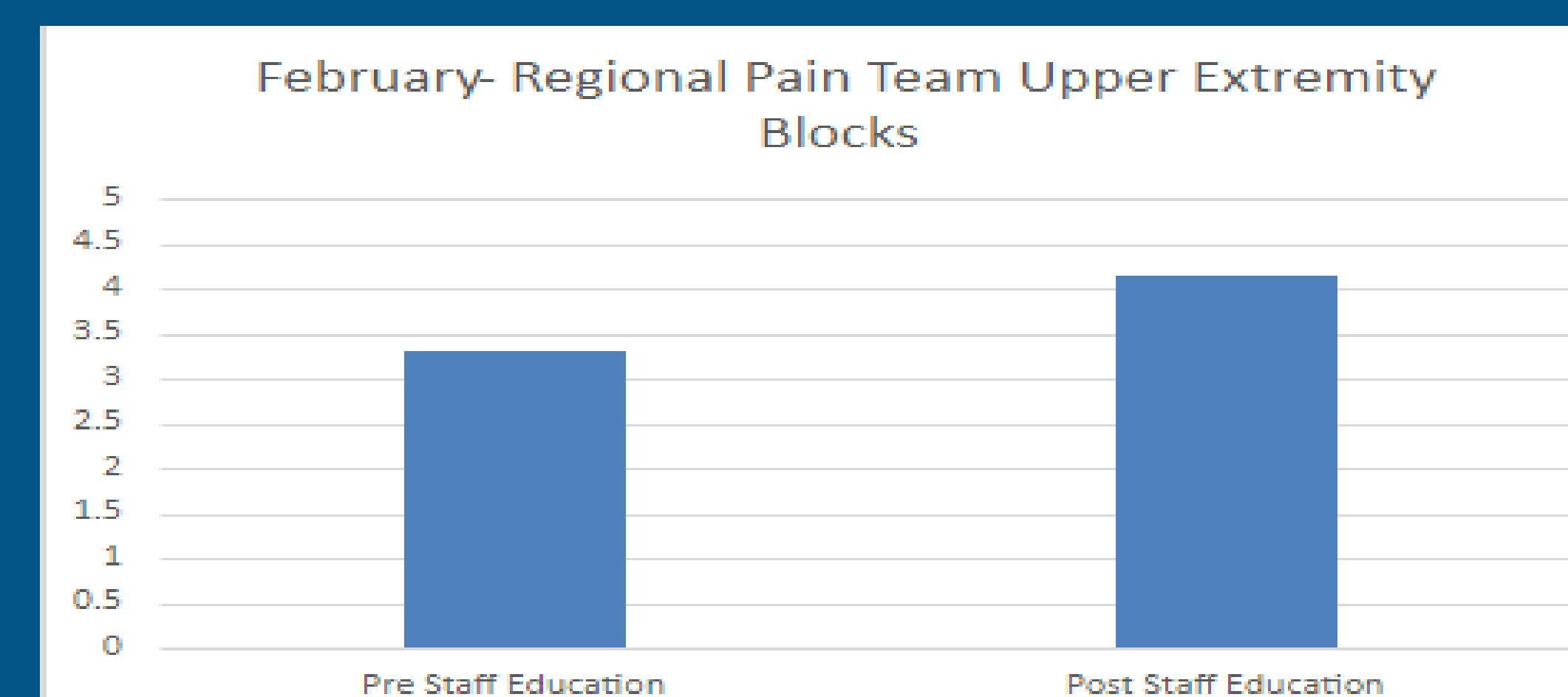
- Catheter information
- Data about trial, usage, and success rates
- How it works
- Post-op considerations
- Discharge Instructions



### February: Regional Pain Service- Upper Extremity Blocks By Dr. Brumm

#### Included review of:

- Role of the RR Regional Service
- Nerve blocks and medications
- Safety concerns/reasons to contact an MD
- Evaluating block effectiveness in PTU/PACU
- Discharge Instructions



## Survey Sample

The survey was presented via QR code and link

### Question 1

On a scale of 1-5, what is your comfort and knowledge level with caring for patients who had a Pulse Field Ablation for Afib AFTER the presentation given by Cameron (Boston Scientific Rep)?

#### SCALE:

- 1: Not comfortable at all
- 2: Somewhat uncomfortable
- 3: Neutral/moderately comfortable
- 4: Comfortable
- 5: Very comfortable

### Question 2

On a scale of 1-5, what is your comfort and knowledge level with caring for patients who had a Pulse Field Ablation for Afib PRIOR the presentation given by Cameron (Boston Scientific Rep)?

#### SCALE:

- 1: Not comfortable at all
- 2: Somewhat uncomfortable
- 3: Neutral/moderately comfortable
- 4: Comfortable
- 5: Very comfortable

### Question 3

Do you have any comments or questions regarding this presentation?

## Results

The effectiveness of staff education was evaluated using pre- and post-session surveys measuring confidence and understanding on a 0–5 scale. Results showed consistent improvements: January scores rose from 3.39 to 4.50, February from 3.30 to 4.13, and March from 3.75 to 3.96. These findings indicate that the education sessions enhanced staff competence and clarity, though ongoing reinforcement may be needed to maintain progress.

While the project was able to show measurable outcomes for staff competency, it did not show measurable outcomes for patients.

## Conclusions

Staff reported greater confidence and competency in patient care, improved communication, enhanced patient safety, and stronger interprofessional collaboration and accountability.

## Recommendations

1. Incorporate measurable statistics for patient outcomes through staff competency and knowledge.
2. Enlist a perioperative education team for project sustainability.
3. Since the time span of this project was limited to 6 months, continuation of this project will provide more data that may link to patient related outcomes.

## Resources

PubMed Central (2022). Technology usage for teaching and learning in nursing education: An integrative review – PMC.  
<https://pmc.ncbi.nlm.nih.gov/articles/PMC9257720/>

Journal of Advanced Nursing (2006). *Effectiveness of Continuing Education Programmes in Nursing: Literature Review*.  
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1365-2648.2006.03940.x>

## Acknowledgements

PTU UPC would like to thank Dr. Justin McWilliams, Dr. Carlos Macias, and Dr. John Brumm for sharing their knowledge and elevating our practice.