**Suggested PSNA Application Content**

**Title of activity:**

“Teaching Safe Sleep Practices to Mothers, Families and the Community” Online Training Module

**Activity type:**

Provider-directed, learner-paced: Enduring material, web-based

**Professional practice gap:**

Description of the problem

Each year in the United States, ~3500 infants die of sleep-related infant deaths, including sudden infant death syndrome (SIDS) (International Classification of Diseases, 10th Revision [ICD-10] R95), ill-defined deaths (ICD-10 R99), and accidental suffocation and strangulation in bed (ICD-10 W75) (American Academy of Pediatrics [AAP] 2022 policy statement). Philadelphia has a high rate of infant death. Philadelphia’s Department of Public Health’s (PDPH) most recent data published in March 2019, states that, “for the years 2011 to 2017, Philadelphia had an average of over 32 Sleep-Related Infant Deaths (SRDs) per year”. In addition, “accidental suffocations (e.g. positional asphyxia, mechanical asphyxia, wedging, overlay) accounted for 57 (25%) of the SRDs”. Every one of these 57 suffocation deaths could have been prevented had the infant been placed in a safe sleep environment.

To enhance HC providers’ knowledge this module was developed to deliver training on Sudden Unexpected Infant Death (SUID) accidental strangulation and suffocation and SIDS as well as incorporating evidence-based safe sleep practices and risk reduction methods for infants into the clinical setting. This independent-guided learning on-line module was developed to train all nursing staff in the women’s health departments in Pennsylvania birthing hospitals. Module content presents effective ways to promote and model safe sleep practices and increase awareness of unsafe practices in clinical care.

The Hospital of the University of Pennsylvania (HUP) and Pennsylvania Hospital(PAH) have received a grant from the Pennsylvania Department of Health to develop and implement a program entitled Philadelphia Safe Sleep Awareness for Every Well Newborn (S.A.F.E). This grant project will involve several strategic approaches aimed at increasing education and resources to support a comprehensive and integrated infant safe sleep model for the hospital environment. One element of this grant project is to develop and deliver training on Sudden Unexpected Infant Death (SUID)accidental strangulation and suffocation and SIDS as well as incorporating evidence-based safe sleep practices and risk reduction methods for infants into the clinical setting. To achieve this strategy, an independent-guided learning on-line module has been developed to train all nursing staff in the women's health departments at Penn Medicine hospitals. Module content will present effective ways to promote and role model safe sleep practices and increase awareness of unsafe practices in clinical care through the use of video vignettes.

**Evidence to validate the professional practice gap:**

Data cited in Section 1.

In 2017, we conducted audits of infant sleep environments in the Maternal Newborn Units and the Intensive Care Nurseries at the Hospital of the University of Pennsylvania and Pennsylvania Hospital. Afterwards, nurses completed two interactive learning modules (this module and another one entitled “Evidence-based and Best Practices for Safe Sleep with Well Newborns”). Post-education environmental audits revealed more infants in safe sleep environments after nurses received the education.

Additionally, nurses completed a “Progress You Made” survey after completing the two educational modules. Nurses self-reported that they made progress in the following areas:

**Progress You Made Survey (409 nurses)**

Acquiring knowledge about safe sleep

96% [moderate (21%), substantial (47%)and exceptional (28%)]

Being more proactive in surveillance of safe sleep environments

82% [moderate (14%), substantial (44%)and exceptional (38%)]

Being more confident in applying safe sleep principles in clinical setting

97% [moderate (15%), substantial (46%)and exceptional (36%)]

Being more confident in teaching mothers and families to promote safe sleep

96% [moderate (14%), substantial (46%)and exceptional (36%)]

**The AAP published updated recommendations in 2022, and the modules have been updated to reflect the new guidance. Nurses will now be required to complete the modules every two years to avoid practice slippage.**

**Educational need that underlies the professional practice gap:**

Knowledge

**Target audience:**

Registered Nurse

**Desired learning outcome:**

The Nurse will:

1. Describe, demonstrate, and role model the AAP evidence-based recommendations related to promoting safe sleep for infants in the hospital environment.

2. Incorporate R.E.A.C.H. to Teach health literacy intervention for educating families about safe sleep practices.

3. Identify when an unsafe sleep environment exists.

4. Demonstrate proper actions, including verbal interactions, to effectively reinforce education about safe sleep or correct an unsafe sleep environment.

**Description of evaluation method:**

A safe sleep environmental assessment audit tool has been created to compare results of pre and post-learning module practice compliance.

All participants need to complete a post-education evaluation survey to achieve NCPD hours.

**Description of evidence-based content with supporting references or resources:**

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| --- | --- |
| **Content based on Objectives** | **References/Resources** |
| Overview of the 19 American Academy of Pediatrics (AAP) Recommendations to reduce the risk of SIDS and other sleep-related infant deaths | AAP task force on sudden infant death syndrome. (2022) |
| R.E.A.C.H. to Teach overview:  R = Relate to patient and Family  E = Educate Simply  A = Ask and answer questions  C = check for Understanding  H = Help promote Health Literacy | Cutilli (2016)  AHRQ (2015)  NAAPS (2017) |
| Seven video scenarios that demonstrate proper actions including a conversations approach during verbal interactions to effectively reinforce education about safe sleep, or correct an unsafe sleep environment using the R.E.A.C.H. to teach health literacy method.  Scenarios include:   * Adoptive Parents Learn SIDS Risk Reduction Measures * Addressing Safe Sleep with Teenage Mothers * Parents Learn Safe Sleep for Their Preterm Baby * Breastfeeding and Pacifier Use * Teaching Safe Sleep to Families with Limited English Proficiency * Mother Falls Asleep While Breastfeeding * A Grandmother Learns About Safe Sleep * Safe Sleep for Multiples | AAP task force on sudden infant death syndrome. (2022)  Cutilli (2016)  AHRQ (2015)  NAAPS (2017) |
| **Full Reference List** | |
| * Moon RY, Carlin RF, Hand I; AAP Task Force on Sudden Infant Death Syndrome; AAP Committee on Fetus and Newborn. Sleep-Related Infant Deaths: Updated 2022 Recommendations for Reducing Infant Deaths in the Sleep Environment. Pediatrics. 2022;150(1):e2022057990 * Moon R, Carlin R, Hand I, et al. Evidence Base for 2022 Updated Recommendations for a Safe Infant Sleeping Environment to Reduce the Risk of Sleep-Related Infant Deaths. Pediatrics. 2022;150(1):e2022057991   Pediatrics. 138(5): e20162938. Doi: 10.1542/peds2016-2938.   * Agency for Healthcare Research and Quality (AHRQ) (2015) Use the Teach-Back Method: Tool #5, Retrieved from: http://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/healthlittoolkit2-tool5.html Rockville, MD. * Cutilli, Carolyn (2016) R.E.A.C.H. to Teach: Making Patient and Family Education "Stick”, Orthopaedic Nursing. 35(4):248-252, July/August 2016. DOI: 10.1097/NOR.0000000000000260 * National Action Partnership to Promote Safe Sleep (2017) National Action Plan to Increase Safe Infant Sleep, Retrieved from: https://www.nappss.org/plan/plan.php | |

**Learner engagement strategies:**

Time for self-check or reflection – The learner will have the opportunity to reflect on common challenging conversations that clinical nurses may have with patients and family members regarding infant safe sleep. Examples are presented in the form of 8 video vignettes. After each video, a slide discusses the patient education strategies employed and the safe sleep recommendations reviewed in each scenario.

Opportunities for problem-based learning – In each video, there is a problem that is addressed by the clinical nurse. For example:

* A teen mom with limited interest in learning about safe sleep
* A mother of twins, who was planning to have her babies share a crib
* Adoptive parents where one parent is a smoker needing assistance to stop smoking to provide a healthy environment for the baby
* Parents of a preemie graduating to an open crib, no longer in need of therapeutic positioning inconsistent with safe sleep recommendations
* A mother with limited English proficiency
* A breastfeeding mother who is confused about whether she should supplement with formula and use a pacifier
* A mother who fell asleep breastfeeding her infant in a chair
* A grandmother who is unfamiliar with current safe sleep recommendations

Learners have the opportunity to reflect on how they would handle each of these scenarios.

**Number of contact hours awarded and calculation method:**

This learning activity will award 0.75 contact hours upon completion. The education is present in a paced self-learning interactive module format, which takes 40 minutes to complete. There is a 5-minute overview of the 2022 AAP recommendations for safe sleep, a 10-minute explanation of the REACH to Teach methodology for effective patient and family education, and 25 minutes devoted to the review of 7 video scenarios demonstrating this conversations approach to the delivery of safe sleep education. The module will not show as completed until all sections have been reviewed and all self-check questions have been answered.

**Criteria for awarding contact hours:**

Credit awarded commensurate with participation.

Completion/submission of evaluation form