**Suggested PSNA Application Content**

**Title of activity:**

PA Safe Sleep Program: Subject Matter Expert 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 online module was developed to prepare select frontline nursing staff in the women’s health departments in Pennsylvania birthing hospitals and children’s hospitals to lead the implementation of a safe sleep quality improvement project focusing on staff and patient education. Module content presents effective ways to promote and role model safe sleep practices and increase awareness of unsafe practices in clinical care.

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

The Philadelphia 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. By modeling and teaching safe sleep beginning immediately after birth in the hospital setting, front line clinical nurses can positively impact parents’ knowledge and behaviors related to safe infant sleep practices.

We developed PA Safe Sleep, a Safe Sleep Quality Improvement program for birthing hospitals in which we trained bedside clinical nurses to be Safe Sleep Subject Matter Experts (SMEs) responsible for collecting and synthesizing pre- and post-implementation data regarding nursing practice and nurses’ ability to teach safe sleep practices to families. SMEs were also responsible for facilitating education of nurses and parents utilizing specially developed educational materials. This model was effective in improving nurses’ practice, confidence, and knowledge of safe sleep practices and nurses’ ability to teach safe sleep to families. This learning module is based on the live version of our Safe Sleep Subject Matter Expert training. Our manuscript entitled “Subject Matter Expert Nurses in Safe Sleep Program Implementation” was published in Maternal Child Nursing.

Stringer, M., Ohnishi, B.R., Ferrarello, D., Lazzeri, J., Giordano, N., & Polomano, R., (2022) Statewide infant safe sleep program and nurse subject matter experts. MCN: The American Journal of Maternal Child Nursing 2022 Nov-Dec 01; 47(6), 337-344 DOI: 10.1097/NMC.0000000000000859

https://pubmed.ncbi.nlm.nih.gov/35857024/

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

Knowledge

**Target audience:**

Registered Nurse

**Desired learning outcome:**

At the end of this training, participants will be able to:

1) Define SUID and describe risk factors

2) Describe and demonstrate best practices related to promoting safe sleep for infants as set forth by the American Academy of Pediatrics

3) Provide surveillance for infant sleep environment utilizing the PA Safe Sleep Environmental Audit Tool

4) Identify role and responsibilities of subject matter expert

5) Demonstrate communication strategies to effectively teach safe sleep practices

After completing the training, nurses will confirm and implement 1-2 interventions from the learning module. Nurses will identify ongoing education needs and practice safely at the top of their competency level.

**Description of evaluation method:**

**Criteria for successful completion:**

Credit awarded commensurate with participation

Completion/submission of evaluation form

**Description of evaluation method:**

Self-assessment questions will be integrated throughout the module to test learners’ knowledge of the content and application to clinical care. Responses will be tracked and downloaded to evaluate learning, provide a learner specific performance report, and summary data for the overall impact of the module.

During the final segment of the learning module, SMEs will participate in simulated scenarios embedded within the module to practice having safe sleep conversations with parents and crucial conversations with peers. Through this simulation, the SME will perform a room surveillance to identify when safe sleep practices are or are not being followed. The nurse will also simulate having crucial conversations regarding safe sleep practices with their fellow nurses, as well as the patient and family. SMEs will have the opportunity to compare their responses with an audio demonstration from a seasoned safe sleep SME.

**Short term evaluation option:**

Intent to change practice.

**Long term evaluation options:**

Self-reported change in practice.

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

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

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| --- | --- | --- |
| **Objectives** | | |
| **The goals of this training are to:**   * Provide the learner with an overview of the Safe Sleep Initiative, including the impact it has made * Define the role of the Subject Matter Expert (SME) and what the responsibilities of that role entail * Assess the learner’s understanding of the Nursing policies and most recent Safe Sleep practices presented in the training modules * Review the phases of implementation to set up the program at the learner’s facility, including some resources and tools to help the learner be successful in their role. * Provide an opportunity to practice the SME role through a series of case scenarios   **The participant will:**  1.Define SUID and describe risk factors  2.Describe, demonstrate and role model evidence based practices related to safe sleep in the hospital environment  3.Incorporate consistent surveillance of infant’s sleep environment into daily practices  4. Identify when an unsafe sleep environment exists  5.Demonstrate proper actions to effectively correct an unsafe sleep environment  6. Identify role and responsibilities of subject matter expert  7. Demonstrate communication strategies to effectively teach safe sleep practices | | |
| **Content based on Objectives** | **References/Resources** | **Time** |
| Background Information: Definition and risk factors related to Sudden Unexplained Infant Death (SUID)   * Definition of SUID * Types and causes of SUID * Accidental Suffocation and Strangulation in bed (ASSB) * Three types of SUID * AAP recommendations * Incidence and sociodemographic risk * Philadelphia incidence and risk factors * Incidence in the United States * Sociodemographic risks in the United States | AAP task force on sudden infant death syndrome. (2022)  <https://www.cdc.gov/sids/>  http://www.phila.gov/health/Commissioner/DataResearch.html  Moon et al., 2016  Shapiro-Mendoza, 2016 | 15 min. |
| Practices to Reduce SUID: Evidence based practices related to safe sleep in the hospital environment   * Recommendations related to:   Positioning, Skin to Skin, Preterm Infants, Infants that roll, Sleep surfaces, Sitting Devices, Sleep locations and bed sharing, Feeding while in bed, Providing guidance to parents, Crib safety, sitting devices, Environmental safety and temperature control, Swaddling, Tummy time, Breastfeeding, Pacifiers | AAP task force on sudden infant death syndrome. (2022)  Batra et al, 2015  Moon, 2022 | 30 min. |
| Educational Interventions for Parents and Caregivers:  Surveillance of safe sleep in daily practices and actions to correct an unsafe sleep environment   * Education and interventions for parents and caregivers including swaddling evidence, tummy time recommendations, immunizations, hearing screening and environmental toxicants * Safe sleep videos and written education * Modeling Safe Sleep in the Hospital * Safe sleep data collection tools | Moon et al., 2022  [www.PASafeSleep.org](http://www.PASafeSleep.org) | 15 min. |
| **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 * Eunice Kennedy Shriver National Institute of Child Health and Human Development, Safe to sleep campaign, Risk reduction for SIDS and other sleep related causes of infant death: Curriculum for Nurses. Retrieved from https://www.nichd.nih.gov/sts/about/Pages/default.aspx * Department of Disease Prevention and Health Promotion. (2017). Maternal, Infant and Child objectives. Retrieved from: <https://www.healthypeople.gov/2020/topics-objectives/topic/maternal-infant-and-child-health/objectives> * Philadelphia Department of Public Health 2016. Community Health Assessment 2015. Retrieved from: http://www.phila.gov/health/Commissioner/DataResearch.html * [www.PASafeSleep.org](http://www.pasafesleep.org/) * CDC (2017). Sudden Unexpected infant death and sudden infant death syndrome. Retrieved from: <https://www.cdc.gov/sids/> * CDC/NCHS, National Vital Statistics System, Mortality Files. Rates calculated via CDC WONDER. * Prevalence of Selected Maternal and Child Health Indicators for Pennsylvania, Pregnancy Risk Assessment Monitoring System (PRAMS), 2016-2017 (cdc.gov) * https://www.health.pa.gov/topics/Documents/Programs/2019%20CDR%20Annual%20Report.pdf * [Subject-matter expert - Wikipedia, the free encyclopedia](https://en.wikipedia.org/wiki/Subject-matter_expert) *en.wikipedia.org/wiki/Subject-matter expert* * Kasper, C. (1995). Going through the motions: The ethics of process. *Journal of Cardiovascular Nursing*, 9(3), 62–67. * <https://www.shawsystems.com/5-ways-to-identify-a-true-subject-matter-expert/> * Lavin, R.P., Dreyfus, M., Slepski, L., & Kasper, C.E. (2007). Said another way: subject matter experts: facts or fiction? *Nursing Forum,* 42(4), 189-195. * 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. * Goodstein MH, Stewart, DL, Keels, EL, Moon RY. (2021). Transition to a safe home sleep environment for the NICU Patient. *Pediatrics.* 148(1). doi: https://doi.org/10.1542/peds.2021-052045 | | |

**Learner engagement strategies:**

Active participation in the interactive self-learning module with embedded multiple choice questions that must be completed correctly in order to complete the educational activity, and achieve NCPD hours.

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

This learning activity will award one contact hour upon completion. The education is present in a paced self-learning module format, which takes one hour to complete. 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