

Annual Skills Validation Prenatal Clinic Example



Purpose & Approach

A set of in-person annual skills validations were created and used by flagship hospital Grady's Women and Infant Health Services. They emphasize the important roles each unit plays in coaching families, building a TWMB ecosystem in each department and honoring the cultural and linguistic diversity of Grady families during coaching. This is an example of in-person assessment used in Grady's Women's Health Clinic.

Assessment Preparation

A set of questions were developed to assess foundational knowledge and a set of coaching scenarios were crafted to evaluate how staff approaches coaching families in the prenatal clinic. The skills validation also included Epic documentation. A Preparation Document was provided to review the foundational knowledge and key messages to share with families during coaching.

Staff Preparation & Instruction

1. Review the Preparation Document prior to skills validation.
2. As needed, coordinate with unit manager/charge nurse to complete your skills validation.
3. Join us in the TWMB Office at one of the following times:



Created through partnership between the Rollins Center for Language & Literacy at the Atlanta Speech School and the Division of Women & Infant Health Services at Grady Healthcare, Atlanta, Georgia.



For more information, visit www.coxcampus.org or contact us at twmb@coxcampus.org

Annual Skills Validation Prenatal Clinic Example



Employee Name: _____ Date: _____

EMP ID# _____ STAFF TYPE: Regular Pool Other: _____

| Coaching & Language Nutrition and Grady Ecosystem Knowledge | Not Coached | Coached |
|---|-------------|---------|
| 1. Ask, "What Key Messages do you use to inspire and inform parents? (Reference "Key Messages" handout. Standard: 3 Key Messages or more). | | |
| 2. Ask: "What is the GRADY TWMB Ecosystem?" "Why do we have an ecosystem?" "What do the people do in the ecosystem?" Explanations should include reference to components/structure, purpose and role of team members. <ul style="list-style-type: none"> • <i>Components:</i> Core-Family; WIHS Unit Staff - (RNs, CMAs, PCTs in WHS, FBC, MB and NICU); Grady Support Staff & Community • <i>Purpose:</i> To empower parents to provide good language nutrition and learn about TWMB • <i>Staff Roles:</i> Everyone is expected to greet/talk with babies and young children to reinforce good language nutrition/development | | |
| Direct Conversation and Coaching Scenario: Touch times with 28 week-old preemie and nervous parent visit. Assume Mom speaks English. For the last two bullet points only: Mom is Ethiopian, speaks Amharic and a little English, dressed in hijab (if available as a prop). | Not Coached | Coached |
| 3. Demonstrate Effective TWMB Parent Coaching <ul style="list-style-type: none"> • Engage Mom: AIDET, Friendly greeting, ask questions, lighthearted conversation • Share at least one Key Message • Explain, Demonstrate, Practice, Give feedback on Parentese and/or Serve & Return Conversation (I do, we do, you do) • Encourage parent to continue practicing language nutrition in a manner that is comfortable "If mom was Ethiopian and spoke only Amharic, what might you do differently to engage her and address language/cultural differences?" <ul style="list-style-type: none"> • Demonstrate awareness and sensitivity to cultural, language and social diversity (e.g., ask questions about their preferences, traditions, etc.) • Incorporate language barriers strategies (e.g., use interpreter, gestures, family members, phone app like Google Translate, translated documents, etc.) | | |
| Talk With Me Baby Documentation in Epic | Not Coached | Coached |
| 4. Document TWMB coaching/education in Epic <ul style="list-style-type: none"> • Locate TWMB screens • Accurately indicate what should be documented • Submit entry | | |

TWMB Validator(s) Signature(s): _____ Date: _____

Employee Signature: _____ Date: _____

Notes:

Annual Skills Validation In-Patient Unit Example



Purpose & Approach

A set of in-person annual skills validations were created and used by flagship hospital Grady's Women and Infant Health Services. They emphasize the important roles each unit plays in coaching families, building a TWMB ecosystem in each department and honoring the cultural and linguistic diversity of Grady families during coaching. Below is an example of in-person assessment used in Grady's Family Birth Center and Mother Baby units.

Assessment Preparation

A set of questions were developed to assess foundational knowledge and a set of coaching scenarios were crafted to evaluate how staff approaches coaching families in the prenatal clinic. The skills validation also included Epic documentation. A Preparation Document was provided to review the foundational knowledge and key messages to share with families during coaching.

Staff Preparation & Instruction

1. Review the Preparation Document prior to skills validation.
2. As needed, coordinate with unit manager/charge nurse to complete your skills validation.
3. Join us in the TWMB Office at one of the following times:



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Annual Skills Validation In-Patient Unit Example



Employee Name: _____ Date: _____

EMP ID# _____ STAFF TYPE: Regular Pool Other: _____

| Coaching & Language Nutrition and Grady Ecosystem Knowledge | Not Coached | Coached |
|---|-------------|---------|
| 1. Ask, "What Key Messages do you use to inspire and inform parents? (Reference "Key Messages" handout. Standard: 3 Key Messages or more). | | |
| 2. Ask: "What is the GRADY TWMB Ecosystem?" "Why do we have an ecosystem?" "What do the people do in the ecosystem?" Explanations should include reference to components/structure, purpose and role of team members. <ul style="list-style-type: none"> • <i>Components:</i> Core-Family; WIHS Unit Staff - (RNs, CMAs, PCTs in WHS, FBC, MB and NICU); Grady Support Staff & Community • <i>Purpose:</i> To empower parents to provide good language nutrition and learn about TWMB • <i>Staff Roles:</i> Everyone is expected to greet/talk with babies and young children to reinforce good language nutrition/development | | |
| Direct Conversation and Coaching Scenario: Vitals and routine care for both mother and baby. Assume Mom speaks English. For the last two bullet points only: Mom is Ethiopian, speaks Amharic and a little English, dressed in hijab (if available as a prop). | Not Coached | Coached |
| 3. Demonstrate Effective TWMB parent coaching and providing language nutrition to baby <ul style="list-style-type: none"> • Engage Baby and Mom: AIDET, Friendly greeting, ask questions, lighthearted conversation, • Engage baby in conversation using parentese and serve & return • Share at least one Key Message with Mom • Explain, Demonstrate, Practice, Give feedback on Parentese and/or Serve & Return Conversation (I do, we do, you do) • Encourage Mom to continue practicing language nutrition in a manner that is comfortable • Engage ecosystem (invite support staff in on the conversation) <p>"If mom was Ethiopian and spoke only Amharic, what might you do differently to engage her and address language/cultural differences?"</p> <ul style="list-style-type: none"> • Demonstrate awareness and sensitivity to cultural, language and social diversity (e.g., ask questions about their preferences, traditions, etc.) • Incorporate language barriers strategies (e.g., use interpreter, gestures, family members, phone app like Google Translate, translated documents, etc.) | | |
| Talk With Me Baby Documentation in Epic | Not Coached | Coached |
| 4. Document TWMB coaching/education in Epic <ul style="list-style-type: none"> • Locate TWMB screens • Accurately indicate what should be documented • Submit entry | | |

TWMB Validator(s) Signature(s): _____ Date: _____

Employee Signature: _____ Date: _____

Notes:

Annual Skills Validation NICU Example



Purpose & Approach

A set of in-person annual skills validations were created and used by the Flagship Hospital Grady's Women and Infant Health Services. They emphasize the important roles each unit plays in coaching families, building a TWMB ecosystem in each department and honoring the cultural and linguistic diversity of Grady families during coaching. Below is an example of in-person assessment used in Grady's Family Birth Center and Mother Baby units.

Assessment Preparation

A set of questions were developed to assess foundational knowledge and a set of coaching scenarios were crafted to evaluate how staff approaches coaching families in the prenatal clinic. The skills validation also included EPIC documentation. A Preparation Document was provided to review the foundational knowledge and key messages to share with families during coaching.

Staff Preparation & Instruction

1. Review the Preparation Document prior to skills validation.
2. As needed, coordinate with unit manager/charge nurse to complete your skills validation.
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Annual Skills Validation NICU Example



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EMP ID# _____ STAFF TYPE: Regular Pool Other: _____

| Coaching & Language Nutrition and Grady Ecosystem Knowledge | Not Coached | Coached |
|---|-------------|---------|
| 1. Ask, "What Key Messages do you use to inspire and inform parents? (Reference "Key Messages" handout. Standard: 3 Key Messages or more). | | |
| 2. Ask: "What is the GRADY TWMB Ecosystem?" "Why do we have an ecosystem?" "What do the people do in the ecosystem?" Explanations should include reference to components/structure, purpose and role of team members. <ul style="list-style-type: none"> • <i>Components:</i> Core-Family; WIHS Unit Staff - (RNs, CMAs, PCTs in WHS, FBC, MB and NICU); Grady Support Staff & Community • <i>Purpose:</i> To empower parents to provide good language nutrition and learn about TWMB • <i>Staff Roles:</i> Everyone is expected to greet/talk with babies and young children to reinforce good language nutrition/development | | |
| Direct Conversation and Coaching Scenario: Touch times with 28 week-old preemie and nervous parent visit. Assume Mom speaks English. For the last two bullet points only: Mom is Ethiopian, speaks Amharic and a little English, dressed in hijab (if available as a prop). | Not Coached | Coached |
| 3. Demonstrate Effective TWMB parent coaching and providing language nutrition to baby <ul style="list-style-type: none"> • Engage Baby and Mom: AIDET, Friendly greeting, ask questions, lighthearted conversation, • Engage baby in conversation using parentese and serve & return • Share at least one Key Message with Mom • Explain, Demonstrate, Practice, Give feedback on Parentese and/or Serve & Return Conversation (I do, we do, you do) • Encourage Mom to continue practicing language nutrition in a manner that is comfortable • Engage ecosystem (invite support staff in on the conversation) <p>"If mom was Ethiopian and spoke only Amharic, what might you do differently to engage her and address language/cultural differences?"</p> <ul style="list-style-type: none"> • Demonstrate awareness and sensitivity to cultural, language and social diversity (e.g., ask questions about their preferences, traditions, etc.) • Incorporate language barriers strategies (e.g., use interpreter, gestures, family members, phone app like Google Translate, translated documents, etc.) | | |
| Talk With Me Baby Documentation in Epic | Not Coached | Coached |
| 4. Document TWMB coaching/education in Epic <ul style="list-style-type: none"> • Locate TWMB screens • Accurately indicate what should be documented • Submit entry | | |

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