

Title : Continuing Nursing Education - Be a Lifelong Learner

Mrs. Mukta Kulkarni, Lecturer

Address for Correspondence : P.D.V.V.P.F's Nursing College, Ahmednagar

Overview : "Let us never consider ourselves as finished nurses...We must be learning all our lives"
- Florence Nightingale

Continuing Nursing Education (CNE) identifies, develops, coordinates, delivers and evaluates education for nurses and other health care providers. These programs promote lifelong learning, the maintenance of competencies and quality of care and are accessible to professionals throughout their careers.

Importance of Continuing Nursing Education

Nursing is a scientifically rigorous discipline, which requires the updated information on a regular basis to ensure best possible care is provided to patients. Nurses are required to engage in a set amount of training to maintain their registration in almost all states.

The technological advancements has made the job of a nurse to evolve continuously. In the past few years, several changes has been made in the methods of providing treatment, surgical procedures, and even the medications prescribed. Therefore, it is the responsibility of every nurse to remain updated with the ongoing changes as they will affect her patients.

To ensure nurses are properly updated most hospitals and medical agencies offer regular training and seminars. Although the cost incurred for this type of training is usually provided by the employer. Nurses who are looking for potential job offers must continue their education.⁽¹⁾

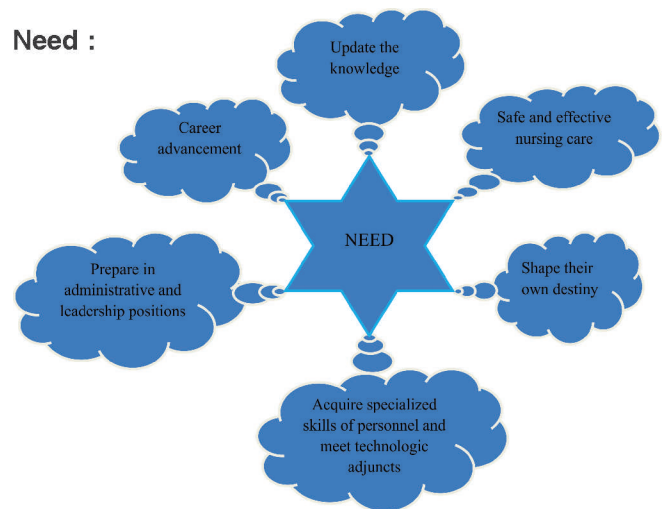
Philosophy : Learning must be a continuous process throughout the lifespan, not limited to formal courses of study. Nursing is based on knowledge of the physical and psychological functioning of man within his environment, expanding the knowledge related to man and his dynamic, proliferating fields of operation is of concern.

Nurse`s philosophy of life, nursing and education, belief, etc. will influence the philosophy of continuing nursing education. It focuses on individual learner. The

thoughtful teacher recognizes that one`s philosophy of education is always an emerging one, rather than a static one.

Definition : " Continuing education of health workers includes the experiences after initial training which help health care personnel to maintain and improve existing, and acquire new competencies relevant to the performance of their responsibilities. Appropriate continuing education should reflect community needs in health and lead to planned improvements in the health of the community".⁽²⁾

Need :



Functions:



Role of Educator :

1. Role of Educator Guide and counselor to the learner.
2. An arranger and organizer of learning experiences.
3. Motivator and an encourager of students.
4. Evaluator of programmes.
5. Involving resources experts for teaching the students.
6. Providing instructional materials.
7. Select and evaluate materials prepared by others.
8. Administrative role (planning, directing, budgeting and evaluation).
9. Public relations role to change the image of nursing and in recognizing the contributions and potentials of nurses.

Educational preparation :

1. Educational preparation Master`s degree in his area of nursing expertise or with a doctorate in adult education. Credentials with more publications. Writing and organizing skills.
2. A continuing learner.
3. Clinical expertisedness .
4. Educational preparation, Depth of nursing knowledge and skill in its application.
5. Interest in the subject, enthusiasm in teaching.
6. Skill in working with adult learners.
7. Adequate knowledge about teaching skills and methods of teaching.
8. Broad base knowledge.

Competencies and other characteristics :

1. Flexibility.
2. Sensitive to group response.
3. Willing to travel.
4. Detailed advance preparation and organization for teaching.
5. Resourcefulness.
6. Determination.
7. Self-confidence.
8. A sense of humour.
9. Desire to search the unknown.
10. Interest in self-development and in others development.

Principles :^[3]

- An adequate staff is essential to planning, implementing and evaluating a programme which is based on learning needs and which has an impact on the quality of nursing care provided.
- Responsibilities of the director of continuing nursing education are : 1 - Determination of learning needs of the nurse population. 2 - Development and implementation of a programme to meet these needs. 3 - Evaluation of results.
- Staff services are required with sufficient talents and numbers to implement the planned programme: 1- Advisory. 2 - Secretarial. 3 - Administrative. 4 - Supportive 5 - Assistance with research, publicity, questionnaire, evaluation tools, data analysis, computer programming.
- An advisory committee has to be appointed, which includes: -Faculty members from a variety of areas of nursing practice. -Directors of hospital nursing services. -Representatives from the state licensing authority, health department and voluntary agencies. -Extended care facilities -Hospital association. -Medical and allied health professionals.
- Continuing nursing education programme may be decentralized or centralized.
- Decentralization is characterized by programming within each academic department, faculty involved in consultation and surveys with the public interested in their subject field were most knowledgeable about the needs for continuing nursing education.
- Centralization is characterized by a separate department or extension division. Financial support is by either university grants or self-supporting.
- Faculty may be assigned to continuing education as a regular part of the normal teaching.

Planning : successful continuing nursing education programme is the result of careful and detailed planning. Broad planning by institution and agencies responsible for continuing nursing education. Specific planning by individuals for their own continuing education.

Planning is essential to: -

1. Meet the nursing needs
2. Use available resources
3. Help keep at a minimum any gaps in meeting the

continuing education needs of the nurses.

The selection of teaching faculty may depend on the availability of the person rather than his expertise or teaching ability. The content of the programme is designed around faculty knowledge and learning needs of the participants.

Planning Process : ^[4,5]

1. Plan
2. Establishing goals and objectives.
3. Determining needs and priorities.
4. Assess the available resources.
5. Plan the budget appropriate for the programme .

Evaluate The Results At Stated Intervals :Evaluation is needed to assess the effectiveness of the programme or the progress in order to find out to what extent pre-set goals have been achieved evaluations should be done at different stages of the programme. E.g. Preparatory stage; Implementation stage; the impact of programmes; the process of programme operation, the management systems, efforts and performance evaluation.

Purpose of evaluation : ^[6]

1. To identify the areas which require greater attention in-terms of participation of trainees, academic activities and management (at planning stage).
2. To identify bottlenecks in various activities carried out during the operation of the programme (implementation stage).
3. To assess the applicability of training in field or actual situation. Qualitative improvement in instruction, promotes better learning, determines future changes and needs.

What to evaluate?

1. The growth and satisfaction of participants.
2. The outcome course and the whole programme/activity/task.
3. Effectiveness of faculty members.
4. Transfer of knowledge.

Procedures for evaluation :

1. Procedures for evaluation Pre-test and post-test.
2. Observation of skills.
3. Questionnaire.

4. Audio or visual tapes.

Evaluation Design : ^[7,8]

Evaluation Design Focus of evaluation- what do you want to find out? Devise the instrument- collection of information. Organize the formation-coding, organizing, storing and retrieving. Analyze the information. Report the findings. Reassessing the goals. Updating, modifying the plan periodically based on needs. Evaluate the design for validity, reliability, credibility, timeliness and pervasiveness.

Scope of continuous nursing education :The scope of CNE ladders on various aspects of nursing for e.g. bed side nursing care or service side, education&at managerial level.

I Service side :

1. **Genetics and Genomics :** Many nurses currently in practice know little about genetics and genomics and lack the competence needed to effectively counsel and teach patients in this regard.
2. **3-D Printing :** Bioprinters, using a "bio-ink" made of living cell mixtures can build a 3D structure of cells, layer by layer, to form human tissue and eventually human organs for replacement
3. Robotic Surgeries
4. **Biometrics :** Biometrics increase the security of confidential healthcare information and eliminate the costs of managing lost passwords.
5. **Electronic Healthcare Records (EHR) :** Healthcare providers have access to critical patient information from multiple providers, literally 24 hours a day, 7 days a week, allowing for better coordinated care.
6. **Computerized Physician/Provider Order; Entry (CPOE) and Clinical Decision Support :** CPOE and clinical decision support fundamentally change the ordering process resulting in lower costs, reduced medical errors, and more interventions based on evidence and best practices.

II Education :

A wide range of information technologies have applications in nursing education, including

1. E-learning
2. Simulations
3. Blogs, and online scholarly
4. Research

5. Improving skills and expertise in professional publications.

Technologies such as clinical simulation and e-learning can help institutions leverage limited resources and thereby expand teaching capacity.

III Managerial level:^[9]

The nurse manager, in collaboration with clinical nursing personnel and members of other disciplines, performs the following:

1. Participate in nursing organizational policy formulation and decision-making involving staff by improving knowledge and skills required for the same.
2. Assess the impact of, and plan strategies to address such issues as:
 - Ethnic, cultural and diversity changes in the population.
 - Political and social influences.
 - Financial and economic issues.
 - The aging of society and demographic trends.
3. Ensure appropriate orientation, education, credentialing, and continuing professional development for personnel.
4. Develop, implement, monitor, and be accountable for the budget for the defined area(s) of responsibility.
5. Ensure evidence-based practice by participating in and involving the nursing staff in evaluative research activities.

Conclusion :

The continuous advances being made in the medical field makes nursing professionals challenging for adopting the newer trends in patient care. Besides, the training they also subscribe to various magazines and periodicals. The information provided in these materials help them remain updated always. Maintaining a record of all the training attended is a good idea for all the nurses. Since, this information will help them when they decide to change employers down the road. Make sure to keep the data gathered after reading various articles for future use. All these steps will indicate your commitment towards your profession and furthering nursing education.

Bibliography

1. Aiken, L. H., Clarke, S. P., Sloane, D. M., Lake, E. T., & Cheney, T. (2008, May). Effects of hospital care environment on patient mortality and nurse outcomes. *Journal of Nursing Administration*, 38(5), 223-229.
2. Dickerson PS. Continuing nursing education: enhancing professional development. *J Contineduc Nurs*. 2010;41:100–101.
3. Gallagher L. Continuing education in nursing: a concept analysis. *Nurse Educ Today*. 2006;27:466–473.
4. Hemanalini BE. Emerging trends in nursing education in the third millennium. *Nursing journal of India* Dec.2000: 9; 201-02
5. Institute of Medicine. Redesigning continuing education in the health professions. 2010. http://www.nap.edu/openbook.php?record_id=12704. Accessed May 23, 2012.
6. Neerja. KP; Textbook of Nursing Education 2005, 1st edition, Noida, Jaypee Brothers Medical Publisher's (386-393) Ltd.
7. Nightingale F. Notes On Nursing: What it Is And What it Is Not. Harrison, London; 1859. Accessed May 12, 2011 from
8. ReguM. Tabish SA. Nursing education in the new millennium journal of medica science 2002; 44(2); 183-189.
9. Schweitzer DJ, Krassa TJ. Deterrents to nurses' participation in continuing professional development: an integrative review. *J ContinEducNurs*, 2010;41:441–447.