EMERGENCY NURSE EDUCATION – THE NEXT GENERATION

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Aim and intended outcomes

- To disseminate the development and evaluation of an innovative practice-based approach to developing nurses new to Emergency Care

- Intended outcomes:
  - Discuss the various drivers and barriers which influence the development of innovative educational programmes
  - Identify key elements of a work-based educational programme which result in the successful development of clinical staff
  - Analyse the methods, results and outcomes from an interim evaluation of an educational intervention
Background
Conceptual development

- Newly qualified nurse recruitment
- Knowledge and Skills Framework (KSF)
- Clinical preparation for specialty
- Academic preparation for specialty
Course development

- Stakeholder engagement
- Course development team
  - Course aims
  - Programme outline
  - Content
  - Structure
- Accreditation options
Course aims

Primary aim: to enable nurses new to emergency practice in any acute unit/ward-based area to gain the required knowledge and skills to practice

Secondary aims:
- To contribute to safer practice and quality patient care
- To demonstrate continued development of skills linked to the KSF
- To provide a structured, supportive programme for nurses new to area prior to undertaking existing post-registration training
- To aid in the recruitment and retention of nurses within acute medicine and the Emergency Department
- To provide a more versatile and flexible workforce
- To improve networking potential between service areas and Trusts
Indicative content

- Communication
- Accountability issues
- Care of the patient with a minor injury
- Wound assessment and dressing selection
- Identification of the acutely unwell patient
- Mental health issues
- Discharge planning
- The child in A&E (if indicated)
- Introduction to clinical evaluation
Structure

- Structured educational component
  - 5 ‘themed’ taught days
  - Facilitated by course development team

- Competency based portfolio
  - Mapped to Knowledge and Skills Framework (KSF)
  - Reflective practice component
  - Learning contract
  - Preceptorship / mentorship
  - Award of 15 academic credits (level 2 or 3)
Competency based portfolio

- Maintaining a safe environment
- Management of the Patient(s)
- Emergency Care of the Adult
  - Respiratory patients
  - Cardiac patients
  - Surgical patients
  - Neurological patients
  - Acutely ill patients
- Minor injury or illness
- Major Incidents
- Major Trauma
- Psychological needs
- Professional Conduct, Standards of Practice and Personal Development
<table>
<thead>
<tr>
<th>Competency</th>
<th>Performance criteria</th>
<th>KSF domain</th>
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<tbody>
<tr>
<td>Demonstrate, with the help of a facilitator, the ability to provide total patient care for a patient admitted following sudden illness of injury (Patient Management)</td>
<td>Supervised Practice Observation Reflective Practice</td>
<td>HWB5; Indicators e &amp; f HWB6; Indicators a-f</td>
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<tr>
<td>Demonstrate knowledge and an ability to identify vulnerable individuals, particularly those at risk (Psychological needs)</td>
<td>Discussion with mentor Reflective Practice</td>
<td>C3; Indicators a-e C5; Indicator a&amp;d C6; Indicators a-d HWB5; Indicators a-f</td>
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<tr>
<td>Demonstrate responsibility for own actions. Aware of key NMC documents (Professional issues)</td>
<td>Reflective practice. Discussion with mentor Critical Incident Analysis</td>
<td>C5; Indicators a-d C6; Indicators a-c HWB5; Indicators a-f IK3; Indicators a,b,c&amp;f</td>
</tr>
</tbody>
</table>
Post-registration Emergency Nursing academic pathway

- Foundations of Emergency Practice 15 credits
- The Acutely Unwell Adult 30 credits
- Emergency Practice 30 credits
- Leading and Developing Professional Practice 45 credits
Challenges

- Ensuring ‘fit’ between practice need, KSF and academic attainment
- Variance in ethos between participating Trusts
  - Role of the practice area
  - Participant selection
- Reliance on practice based competency assessment
Participant distribution

- A: 11
- B: 2
- C: 5
- D: 2

Trust categories:
- A
- B
- C
- D
Evaluation

- Formal evaluation necessary
  - Measure programme effectiveness
  - Justify resources
  - Future development
- Two-phase process
- Challenges
  - Complex intervention (Medical Research Council 2000)
  - Difficult to determine patient outcomes (The Mackinnon Partnership 2007)
Evaluation - Phase One

- An exploratory study
- Aim:
  - To evaluate programme effectiveness from the participant’s perspective
- Objectives:
  - To describe participants’ experience
  - To determine which aspects of programme influence development, how and why
  - To establish what other factors influence participants’ experience
Study Design

- Phenomenological
- Longitudinal
- Mixed methods
  - Questionnaires
  - Focus groups
- Sample
  - First cohort (n=20)
- Ethical approval
Results

Influencing factors
- Course
- Practice
- Personal

Confidence
Job Satisfaction

Personal & Professional Development

Knowledge
Skills
Confidence

Week 1

Week 5
Job Satisfaction
Knowledge

Importance of course in developing knowledge

Percentage

Very important | Quite important | Not very important | Unimportant
---|---|---|---
Week 1 | Week 5

Very important: Week 1 and Week 5 have similar values.
Quite important: Week 5 has a higher value than Week 1.
Not very important: Both have low values.
Unimportant: Both have very low values.
Skills

Importance of course in developing clinical skills

- **Very important**
- **Quite important**
- **Not very important**
- **Unimportant**

### Week 1
- Very important: [Bar Height]
- Quite important: [Bar Height]
- Not very important: [Bar Height]
- Unimportant: [Bar Height]

### Week 5
- Very important: [Bar Height]
- Quite important: [Bar Height]
- Not very important: [Bar Height]
- Unimportant: [Bar Height]
Influence of Practice

- Practice
  - Exposure
  - Workload
  - Quality of care
  - Avoiding risk
  - Being constructive
  - Support
  - Rotation
Influence of Personal Factors

- Motivation:

“It's good to have some kind of structure because it's difficult sometimes; if you don't have something to aim towards it's easy to go home and put Corry on, and yeah, forget about it.”
Influence of Personal Factors

- Background
  - Clinical
    "...the course has built a bridge or it’s made the bridge a little bit easier to be built for the transition from student to staff nurse."
  - Academic
    "...the course has kept us ticking-over academically"
Influence of the course

- Portfolio valued most highly
- Theory-practice gap
- Lifelong learning
- Peer support
- Not a magic bullet
- Development occurs in absence of CPD
- Poor support in practice significant barrier
Summary

- Achievement of initial programme aims
  - Supporting development
  - Increasing recruitment & retention
- Further improvements & evaluation
- Collaborative development
- Flexible work-based learning approach
THANK YOU

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