Clinical Nurse Specialists Play an Integral Role in Ensuring Nurses Engage in Lifelong Learning

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Objectives

• Discern the teaching-learning strategies used to foster lifelong learning within nurses to improve healthcare.

• Envision the enduring Clinical Nurse Specialist instructional and developmental role in ensuring nurses’ lifelong learning for healthcare improvement.
Purpose

To elucidate how Clinical Nurse Specialists play an integral role in ensuring that nurses engage in lifelong learning
Background

- Institute of Medicine (IOM) recommendation #6 is: “Ensure that nurses engage in lifelong learning.”

- Clinical Nurse Specialist (CNS) competencies provide the foundation for facilitating lifelong learning in nurses via the CNS role.
What is Lifelong Learning?

Lifelong Learning is:

- Ongoing
- Voluntary
- Self-motivated pursuit of knowledge

For either personal or professional growth and development from daily interactions with others, and the world around us.
Features of Lifelong Learning?

- Lacks “confinement” to places, time and situations
- Takes place throughout life and various circumstances
- Continual
- Flexible
- Diverse

Lifelong learning is evolutionary, seamless, and enduring throughout one’s entire life as a professional nurse. Learning opportunities may be both formal and informal.
Purpose

- To elucidate how Clinical Nurse Specialists (CNSs) play an integral role in ensuring that nurses engage in lifelong learning.

“Education doesn’t just take place in stuffy classrooms and university buildings, it can happen everywhere, every day to every person.”

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George Whitman

(Dec. 12, 1913- Dec. 14, 2011)

“All the world is my school, and all humanity is my teacher.”
Why is it Important for Nurses to Engage in Lifelong Learning?

Lifelong learning may increase nursing:

• Competence
• Knowledge
• Expertise
• Professional growth

To improve patient care and outcomes
Key Concepts Related to Lifelong Learning

- Interprofessional Collaboration
- Prioritization
- Development
- Physical Intensity
- Communication
- Scientific and Technologic Innovation and Change
- Transformation
- Aging and Diverse Workforce
Four key pillars of Lifelong Learning

(Barbara Stäuble, Curtin University of Technology, Australia)

- Knowing the learner (Self-awareness)
- Evaluating learning (Self-monitoring)
- Planning for learning (Self-management)
- Understanding how to learn (Meta-learning)

How to Become a Lifelong Learner

• Learn how you learn
• Learn your talents and interests
• View learning as an exploration and opportunity
• Learn the basics
• READ!!
• Broaden your definition of learning
• Do things outside of your profession
How to Become a Lifelong Learner

• CREATE!!
• OBSERVE!!
• Take classes
• Ask questions
• Evaluate and reflect upon what you learn
• Apply what you learn
• Teach others
Establishing a Culture of Lifelong Learning

Resources for continuing competency programs to impact clinical outcomes require:

- Ingenuity
- Adaptability
- Flexibility
- Accessibility
- Diversity
- Interprofessional continuing competency programs

Evaluate and update programs regularly.
Avenues for Lifelong Learning

- Participation in professional organizations
- Use of the hospital website, library options and internet access
- Subscriptions to professional journals
- Citation of recent articles and research
- On-the-job training
- Bridge programs

A stand-alone-degree will fail to provide adequate knowledge over an entire nursing career!
Achieve Higher Levels of Education and Training

**Need to address:** Aging nursing faculty/shortage, Salary disparity, Insufficient clinical placement opportunities, curricula updates

**Strategies:** Educational pathways, Nurse Residency programs, Transition from school to practice, Dedicated Education Units, Seamless academic progression

*Need an Improved Education System!*
Purpose

• To elucidate how Clinical Nurse Specialists (CNSs) play an integral role in ensuring that nurses engage in lifelong learning.
Competencies

- Cutting edge
- Technologically savvy
- Globalization
- New care delivery models
- Continuous improvement of quality and safety
- Complex healthcare systems
- Diverse patient populations/settings/across the lifespan
- Aging population and chronic conditions

Ensure nurses are prepared to meet current emerging health needs of the population
Nurses should practice to the full extent of their education and training/competencies
Methods

• Assess nurses’ learning needs

• CNS-initiated teaching-learning strategies to enhance lifelong learning included:
  • Monthly Journal Clubs
  • Nursing Grand Rounds
  • CE Courses
  • Certification Review Course
  • Med/Surg Nursing Bowl.
## Journal Club: 4-Point Likert Scale

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Mean Score Point 1</th>
<th>Mean Score Point 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OVERALL SATISFACTION</td>
<td>3.3</td>
<td>3.6</td>
</tr>
<tr>
<td>2. ARTICLES RELEVANT</td>
<td>3.3</td>
<td>4.0</td>
</tr>
<tr>
<td>3. ARTICLES USEFUL</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>4. INFORMATION APPLICABLE TO PRACTICE</td>
<td>3.3</td>
<td>3.9</td>
</tr>
<tr>
<td>5. INCREASED KNOWLEDGE ABOUT EBP/RESEARCH</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>6. USE THE INFORMATION</td>
<td>3.1</td>
<td>3.6</td>
</tr>
<tr>
<td>7. TIME IS CONVENIENT</td>
<td>2.7</td>
<td>2.9</td>
</tr>
<tr>
<td>8. FUN TO ATTEND</td>
<td>3.3</td>
<td>3.5</td>
</tr>
<tr>
<td>9. GOOD USE OF MY TIME</td>
<td>3.2</td>
<td>3.8</td>
</tr>
<tr>
<td>10. ADVERTISED EFFECTIVELY</td>
<td>3.1</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Diabetes/Cardiovascular Disease Grand Rounds

• 4 separate courses (multiple sessions of each)
• Offered 0.5 nursing CE for each course
• Over a 2-year time span
• N=140 nurses

• The mean evaluation scores were positive (4-point Likert Scale):
  • Meeting program objectives: 3.66
  • Methods effectiveness: 3.60
  • Presenter effectiveness: 3.78
Patient Teaching
Grand Rounds

• Three duplicate sessions offered at various times/locations
• Offered 0.5 CE
• N= 46 nurses
• The mean evaluation scores were positive (4-point Likert Scale):
  • Meeting program objectives: 3.63
  • Methods effectiveness: 3.63
  • Presenter effectiveness: 3.69
EBP Grand Rounds

• There were eight duplicate sessions offered at various times/locations
• Offering 0.5 CE
• N= 46 nurses.
• The mean evaluation scores were positive (5-Point Likert Scale):
  • Meeting program objectives: 4.53
  • Methods effectiveness: 4.76
  • Presenter effectiveness: 4.81
<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Pre-</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW OFTEN SHARE IDEAS/INFORMATION</td>
<td>4.7</td>
<td>5.0</td>
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<tr>
<td>IMPORTANCE OF RESEARCH TO YOUR PRACTICE</td>
<td>4.6</td>
<td>4.9</td>
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<tr>
<td>AWARE OF SOURCES FOR HEALTHCARE INFORMATION</td>
<td>3.5</td>
<td>4.4</td>
</tr>
<tr>
<td>COMFORT WITH USING EBP</td>
<td>3.6</td>
<td>4.4</td>
</tr>
<tr>
<td>IDENTIFY CLINICAL PROBLEM; FORMULATE EBP QUESTION</td>
<td>3.5</td>
<td>4.2</td>
</tr>
</tbody>
</table>
Courses for CE

- Principles of Care for Patients with Diabetes
- Care of the Cardiac Patient
- Cardiometabolic Risk
- Complications of Having Combined Diabetes and Cardiovascular Disease
- The Relationship Between Diabetes and Heart Disease
- Supportive Strategies to Manage Chronic Conditions
- EKG: Identification, Assessment and Treatment
- Safe Patient Handling
Med/Surg Certification Review Course

- 5 sessions
- 1.5 CE per session
- Held over a 6-week period
- Pre-test results: 37%
- Post-test results: 84%
# Review Course Survey

| Perceived Benefits for Obtaining Certification | • Increased quality of care  
| • Increased professional growth  
| • Increased self-confidence  
| • Increased personal empowerment  
| • Increased compensation |
| Perceived Barriers for Taking Exam | • Inadequate study skills  
| • Lack of confidence  
| • Lack of study materials  
| • Lack of time to study  
| • Scheduling conflicts  
| • Cost of exam |
| Items Learned | • Gained more knowledge  
| • New material  
| • Content review  
| • How to decipher test questions |
| Course Benefits | • Improved patient care  
| • Improved study skills  
| • Increased confidence  
| • Increased professional networking  
| • Increased collegiality  
| • Increased skill and comfort in interacting with peers  
| • Achieved goals |
All Participants Reported in Review Course Survey

• Learning additional content
• Content presented was valuable
• Presenters and teaching methods were effective
• Practice questions were beneficial
• Personal goals were attained
• Course expectations were met
• The environment was conducive for learning
• Desire to take certification exam
Med/Surg Nursing Bowl

- Engaged staff participants and area leadership
- Prepared content
- Organized study sessions
- Developed practice questions & case studies
- Teambuilding, collaboration and collegiality
- Hosted meetings via the organization with CE offerings
CNSs Facilitate Lifelong Learning

- Precept and mentor graduate-level nurses, nurses, and students
- Serve as Clinical Faculty
- Speak as Guest Lecturers
- Participate in Panel Discussions
- Promote new models of education, such as DEU and Clinical Scholar Model
Mentor Staff Nurses to Perform/Lead PI/EBP Projects

• Hourly Rounding
• Reduction of Supply Wastage in Patient Rooms
• Mislabeled and Unlabeled Specimens
• Fall Prevention
• Pressure Ulcer Prevention
• CAUTI and CLABSI Prevention
• Hand Hygiene Improvement
EBP/Research

• Role model use of EBP
• Implement EBP and Research into Practice
• Close the Research-to-Practice Gap
• Conduct Research
• Disseminate Findings at Professional Conferences
Major Outcomes

- Courses/offerings were evaluated positively for:
  - Presenter/method effectiveness
  - Objective attainment
  - Pre/Post Measures
  - Survey Items
  - Increased satisfaction

- Nurses demonstrated a renewed interest in clinical education and professional development
Commit yourself to lifelong learning. The most valuable asset you'll ever have is your mind and what you put into it.

~ Brian Tracy
Outcomes of Lifelong Learning

• Leads to an enriching life of self-fulfillment
• Helps us make new friends and establish valuable relationships
• Keeps us involved as active contributors to society
• Helps us make find meaning in our lives
• Helps us adapt to change
Outcomes of Lifelong Learning

• Makes the world a **better place**
• Increases our **wisdom**
• Enables us to put our **lives in perspective** and understand ourselves better
• Creates a **curious, hungry mind**
• **Opens** the mind
• Helps fully develop **natural abilities**
Implications and Conclusions

• CNSs play a pivotal role in engaging nurses in lifelong learning.

• The need for nurses to commit to lifelong learning is essential given the dynamic changes in healthcare.
Famous Last Words

“Be wiser tomorrow than you are today”
Teaching Effectiveness

• Assess patient's ability to repeat at least two main teaching points
• Identify questions to ask patients

It's QUESTION TIME!!
References


References


