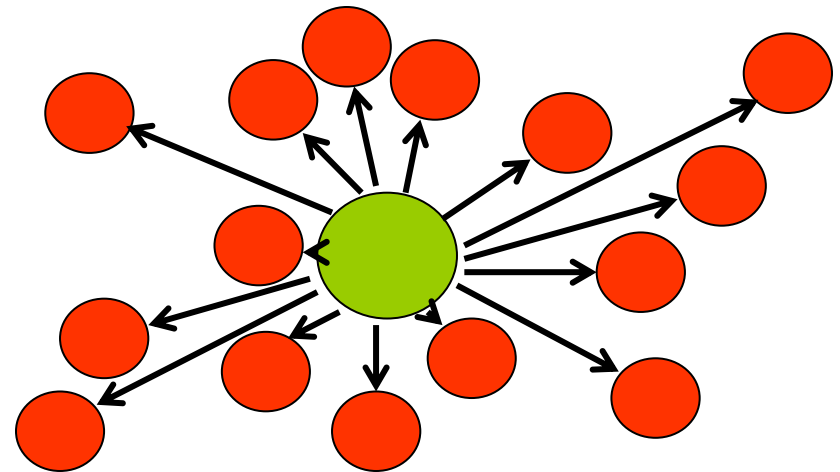


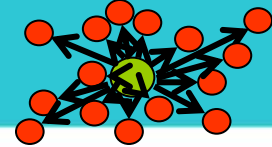
Team Education for Nurses

an innovative way to provide professional development to nurses across a variety of settings on one DHB- a working model

Moira O' Shea & Luren Reddy
Nurse Educators
Mental Health & Addictions service
Waikato DHB
2011



What we do 2011?

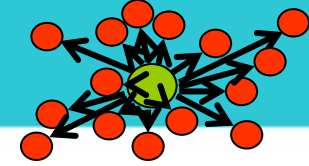


- **Develop Learning Packages**
- **Present & Facilitate nursing education**
- Present and Facilitate Psychiatric Assistant education
- Assess professional developments needs
- Academic Support
- 1:1 advice/ support/ personal/ professional development
- Evaluation
- WINTEC – Preceptorship
- Professional Development Unit- Waikato DHB
- Research
- Performance appraisals information
- IV & Medicines management
- De-escalation- generic
- New Nurse Tutorial
- 2nd Health Professional
- Procedures/ policy/ Protocol
- Policy reviews
- Resource & support to general hospital educators
- Preceptor Updates
- Supervision- Personal/ Group/ New graduate/ Updates
- Managing Challenging Behaviours- general nurses
- Train the trainer sessions
- Meetings
- Legal Frameworks- generic
- Risk- generic
- PDRP- Group support/ 1:1/ assessor

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Historical context



- 2008 & before

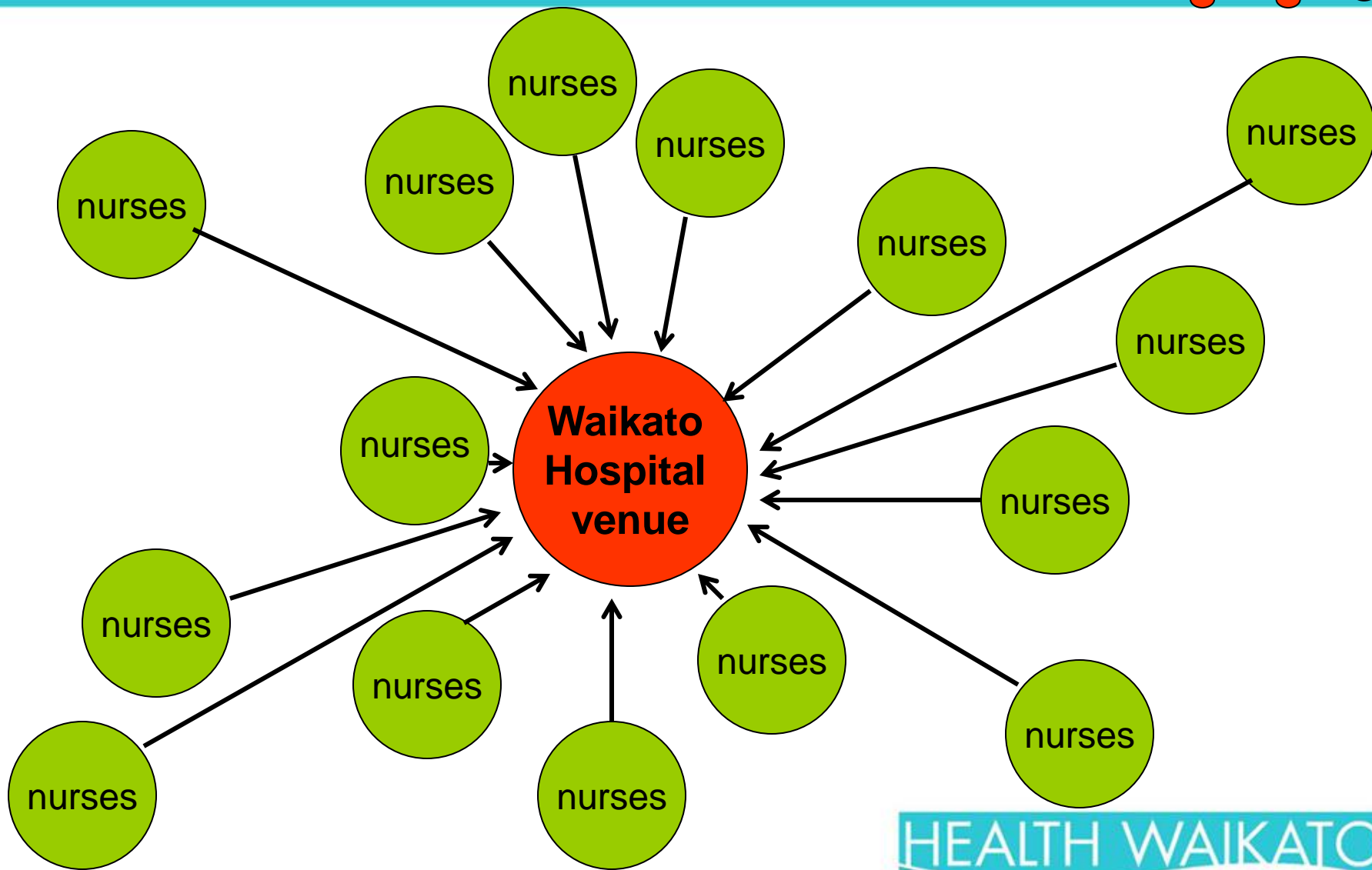


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Waikato District Health Board

2009 & 2010- Model

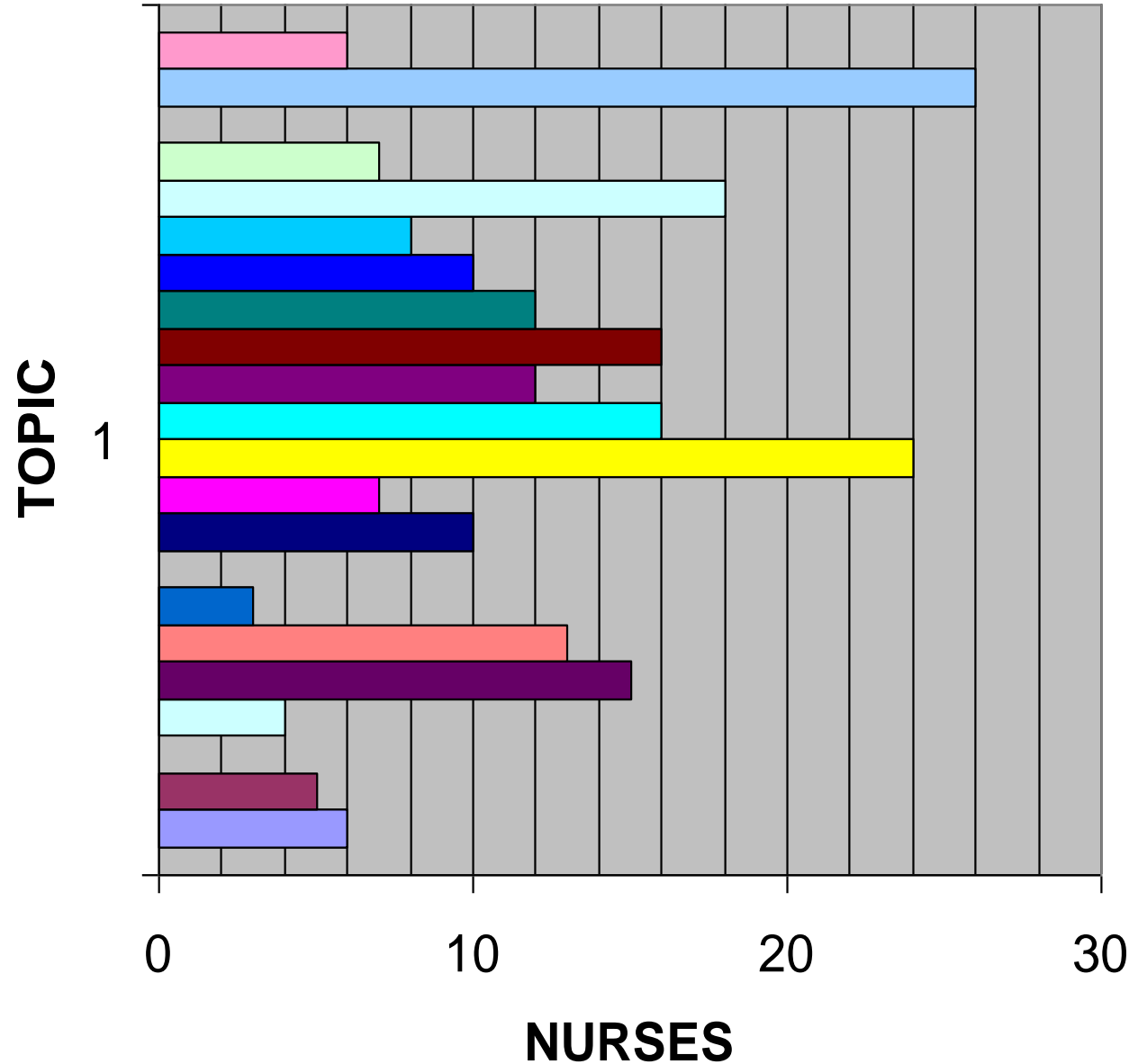


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RN EDUCATION SESSION 2009

Total attendances = 214



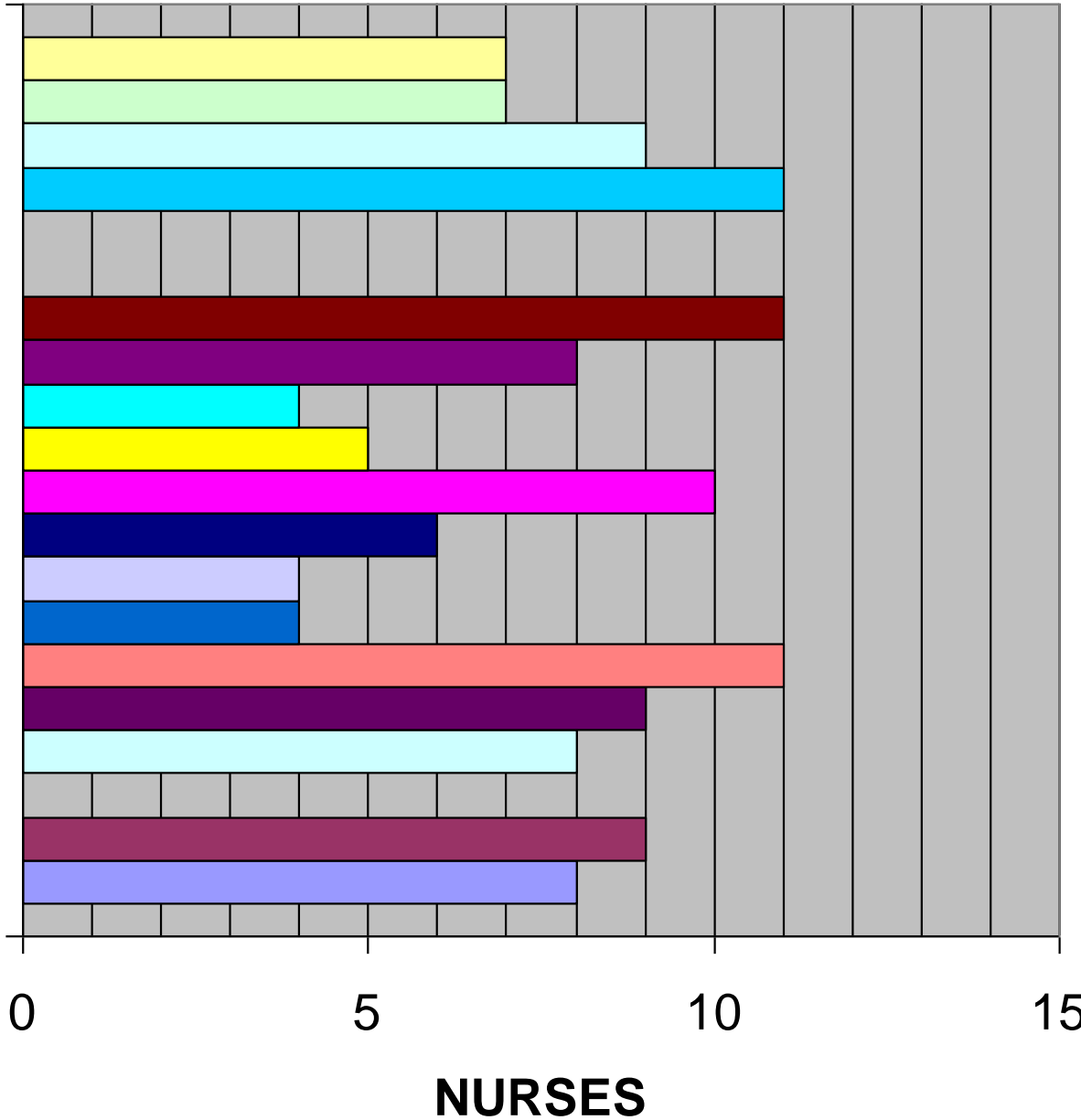
- Suicide- management/debriefing
- Common Medications
- Nursing Management of Mental Disorders
- Adult Teaching Clinical Practice?
- Working Well Workplaces
- Child & Adolescent
- Autism Spectrum
- Local Community Resources
- Nursing Management Client Suicide
- PH Care Awareness
- Forensic Nursing Skills
- Asking Difficult Question
- Personal Development & Learning
- Models Therapeutic Practice
- Substance/Mental Health disorders
- Consumer Centered Care
- Treatment Planning
- MH Nursing Assessment
- Challenging Inequalities
- MHSOP-skills
- Identifying Peoples Need
- Common Medications

RN EDUCATION SESSION 2010

Total Attendances = 131

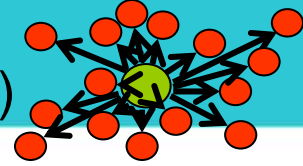
TOPIC

1



- Asking difficult questions? Rural
- 2nd Health Professional
- Management client suicide
- Assessment/Management- Suicide
- ICAMHS
- Dual Diagnosis
- Metabolic Syndrome
- Autism Spectrum Disorders
- Treatment Planning
- MH Nursing Assessment
- PDRP
- Metabolic Syndrome
- 2nd Health Professional
- 2nd Health Professional
- Regional Triage /Intake Nurses
- Adult Teaching- clinical practice Rural
- Adult Teaching - clinical practice
- Models Therapeutic Practice
- 2nd Health Professional
- Common Medications

TENS Development Phases (Walsh et al. 2002)



Planning

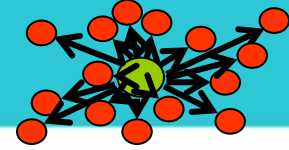
Action

Observation

Reflection

Refining Change & New Goals

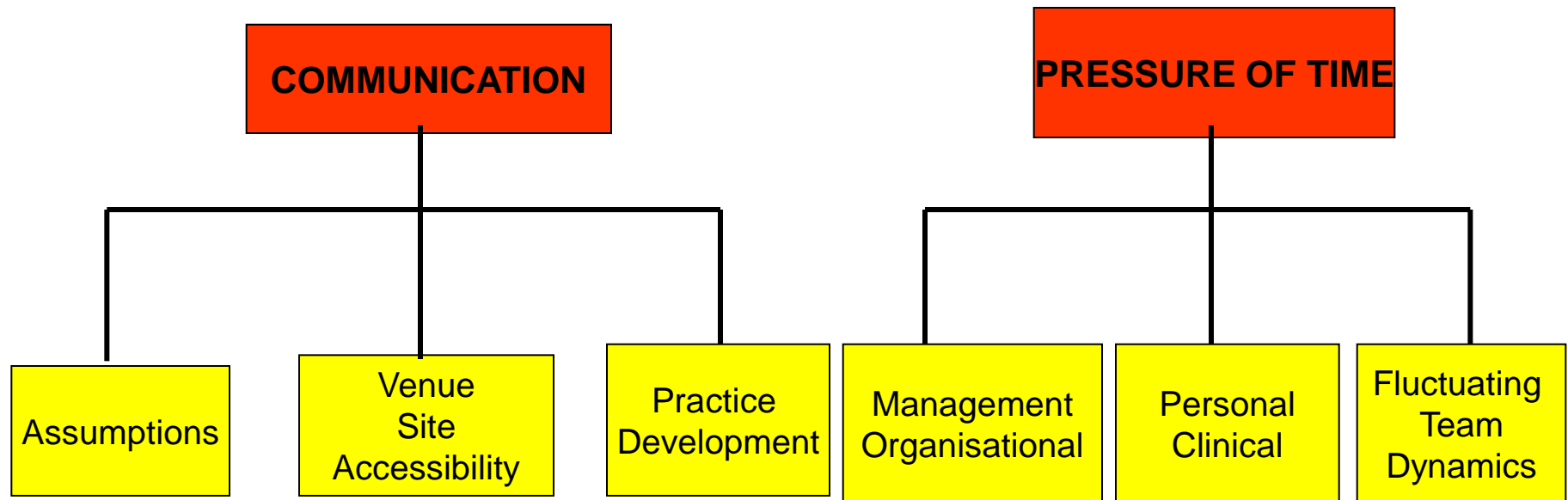


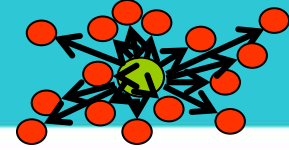


1.Planning

NE discussion/ reflection

Initiation of engagement (O'Shea & Reddy, 2007)





2. Action

- Proposal
- Actual engagement with CNMs
- Themes
- Development process (Price, 2010; McCormack & Garbett, 2003)
- Students, Preceptors & Supervision (SPS)





3. Observation

Evaluations- nurse educators & nurse attendees

Team education for nurses:

Students, Preceptors & Supervision 2011

Pre test: - before the session

Please indicate your knowledge of this topic on the scale below before commencing the study day

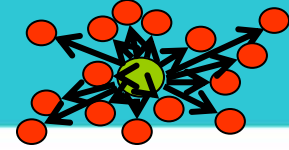
Knowledge: 1.....2.....3.....4.....5
None some medium advanced Expert

Post: - after the session

Please indicate your knowledge of this topic on the scale below after study day

Knowledge: 1.....2.....3.....4.....5
None some medium advanced Expert





4. Reflection

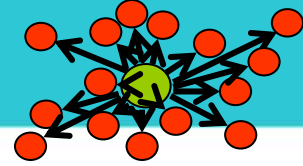
Issues & benefits

Outcomes

Success



Reflection phase: SPS- Outcomes



- 52 / 299 Individual registered nurses completed
- 2 Registered nurses left sessions (clinical crisis)
- 5 Students nurses and psychiatric assistants attended
- 3 teams – no attendances
- 13 Registered nurses attended one RN study day



5. Refining Change & New Goals

Ongoing reflection

Action Change

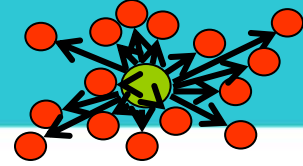
- Co- existing problems (CEP) -mental illness & substance use
45 Nurses + 8 students + 2 community support workers attendees
- Metabolic syndrome - Next TENS topic

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TENS Development Phases

(Walsh et al. 2002)



1. Planning

NE discussion/ reflection
Engagement process

(O'Shea & Reddy, 2007)

2. Action

Proposal
Actual engagement with CNMs
Themes

Session development process

(Price, 2010)

Students, Preceptors &
Supervision (SPS)

3. Observation

Evaluations

4. Reflection

Outcomes

Success

5. Refining Change & New Goals

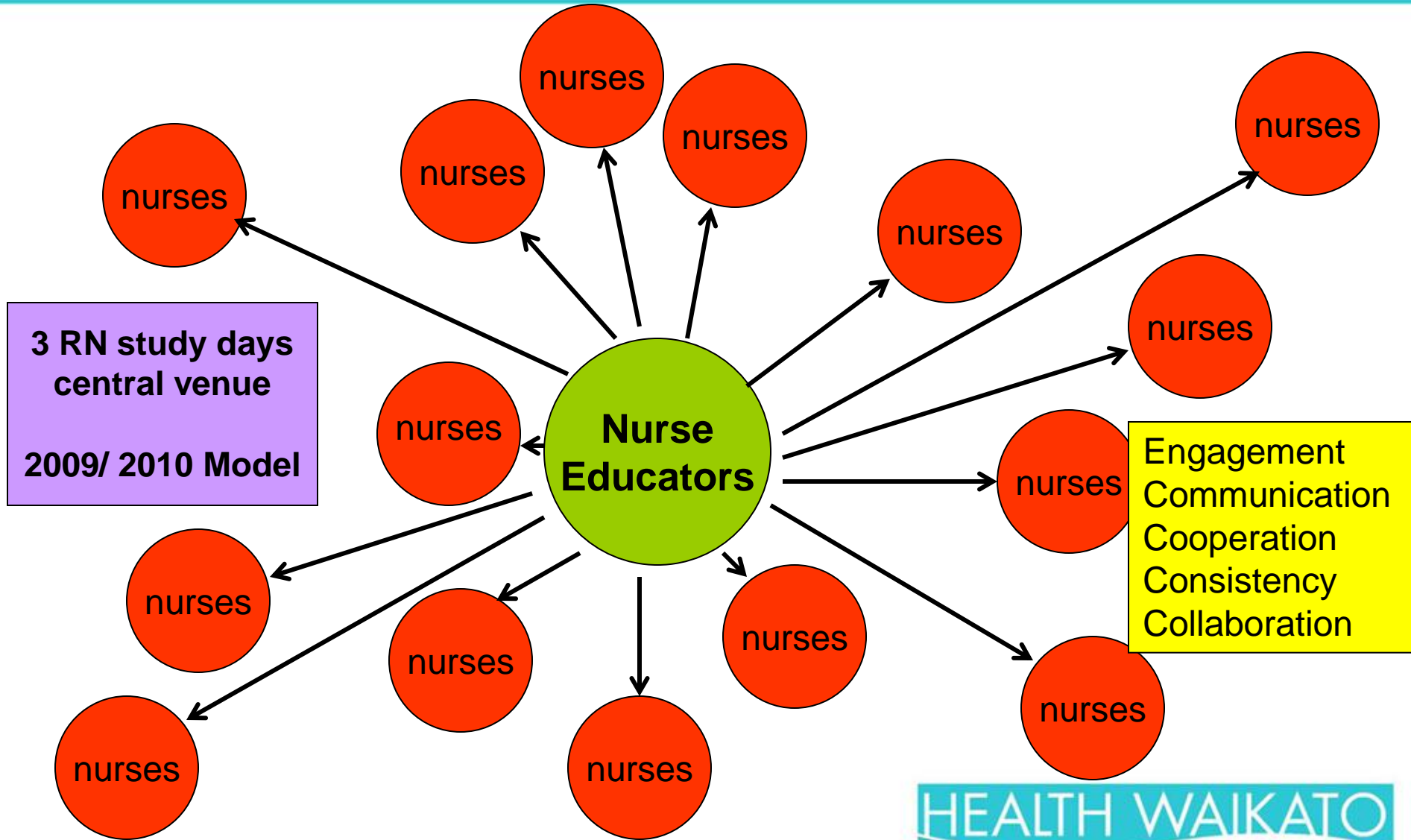
Ongoing reflection

Action Change

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2011- Team Education for Nurses (TENS) Model



>Planning >Action>Observation>Reflection>Refining>

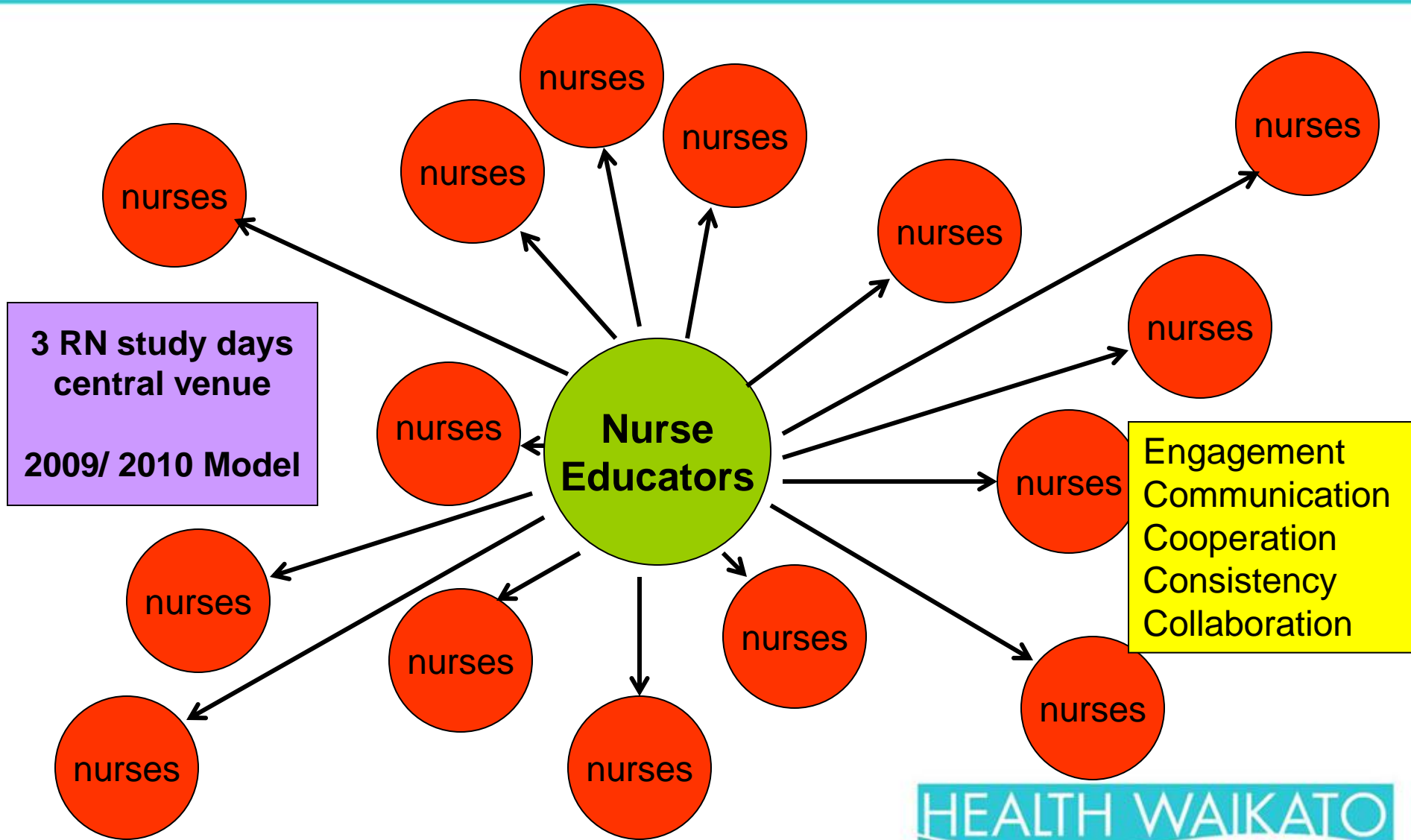
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- McCormack. B. & Garbett. R. (2003). The characteristics, qualities and skills of practice developers. *Journal of Clinical Nursing*, 12, 317-325.
- O'Shea. M. & Reddy. L. (2007). Action change in New Zealand mental health nursing: One team's perspective. *Practice Development in Health Care*, 6(2), 137-142.
- Price. B. (2010). Disseminating best practice through workshops. *Nursing Standard*, 24(28), 35-41
- Walsh, K., McAllister, M. & Morgan, A. (2002). Using reflective processes to indentify practice change issues in an aged care service. *Nurse Education in Practice*, 2, 230-236.

2011- Team Education for Nurses (TENS) Model



>Planning >Action>Observation>Reflection>Refining>

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Possible Question

- **Exclusion of allied:** 299 RN- 2 NE. Nursing world view. Part of NCNZ competencies/ prof. development/ allow nurses to discuss as profession
- **Broad topic-** so nurses can translate to speciality areas.
- **Video link:** Can be considered as refining phase.
- **CNMs:** Further communication to resolve issues. Meeting again as a group will be helpful