

# Training and Education Needs for Advanced Community Care Nurses

Cora O’Leary, Clinical Practice Specialist



coleary@resilience.ie



@col412

## Introduction & Background

Advancements in both medical and nursing care has seen children that were previously expected to die in infancy now surviving and thriving and living in the community, many with complex healthcare needs [1,2,3]. The number of children and young people with complex healthcare needs have grown significantly over the last decade and is expected to continue to rise and have begun to transition into adult services [1,4,5,6]. Most children with complex healthcare needs are cared for within the family home with nursing support provided [7]. Children with complex healthcare needs comprise a significant percentage of hospitalised children and are being discharged home with continuing growth of complexities and technological needs [8]. With this population of children growing and requiring substantive care, specific education for nurses in the community is needed [9] in both the undergraduate and post graduate training [10,11,12] with an emphasis on competency assessment [8,13].

Complex healthcare needs is an umbrella term that is used to describe children with life limiting or life-threatening conditions, palliative or end of life care needs or dependent on medical technology. Children with complex healthcare needs have multidimensional health and social care needs with or without a diagnosis, often with functional limitations requiring technological assistance with ongoing nursing care [14]. The primary objective of caring for children with complex healthcare needs to maintain their overall health status and prevent hospital readmission or for some children to provide palliative and end of life care.

## Aim & Objectives

The aim of this study was to support nurses training needs caring for children with complex health care needs in the community.

The objectives were:

- \* To explore nurses preferred training platform
- \* To identify further education requirements for nurses in the community
- \*To identify if there is a correlation between service provision and nurses training needs

## Methodology

A quantitative descriptive correlational questionnaire utilizing an online platform and was based on 3 questions

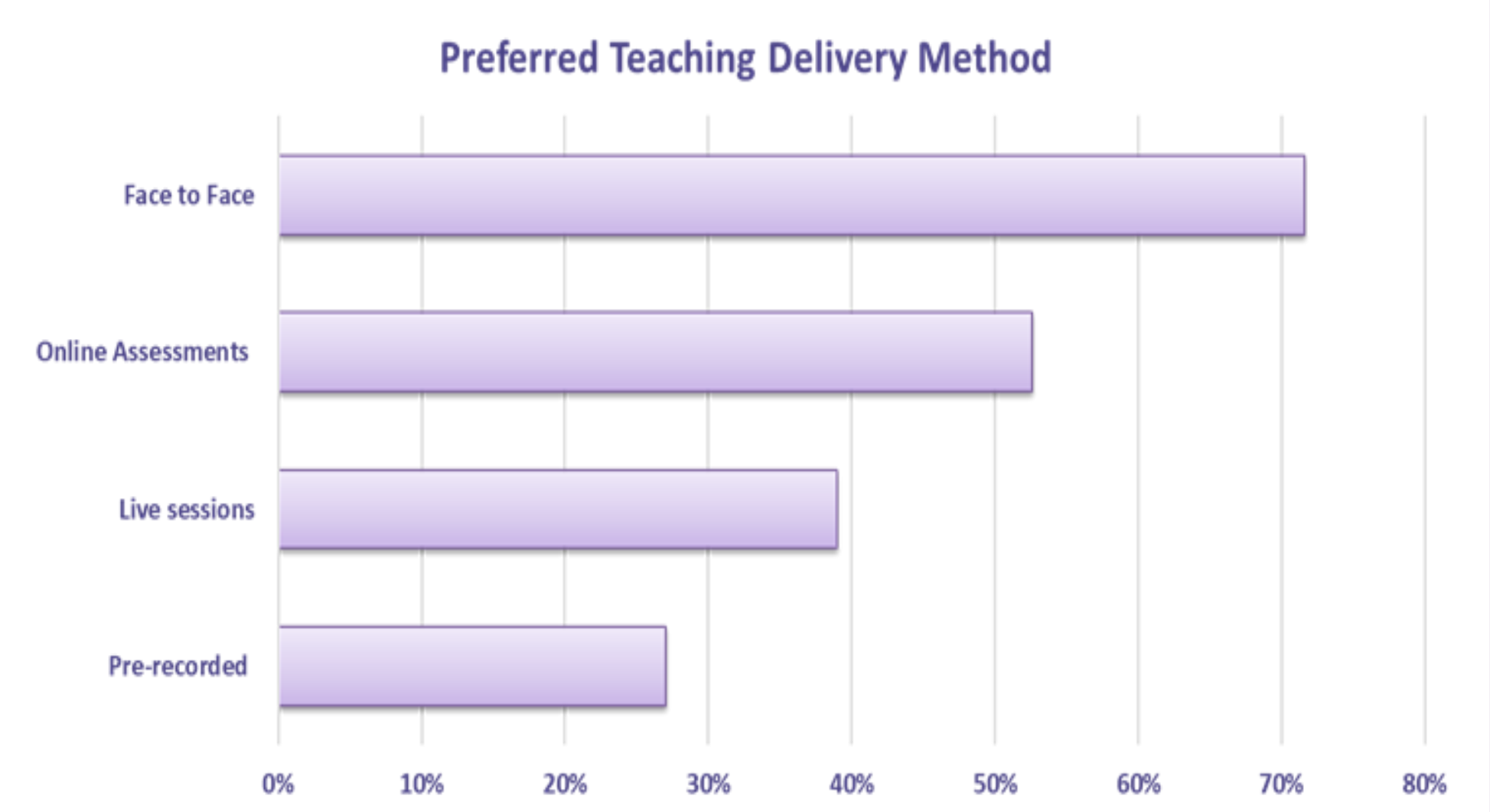
1. Role / title
2. Preferred teaching method
3. Skills and education requirements from the nursing team that was informed from current literature and the framework from Children with complex healthcare needs.

215 surveys were administered

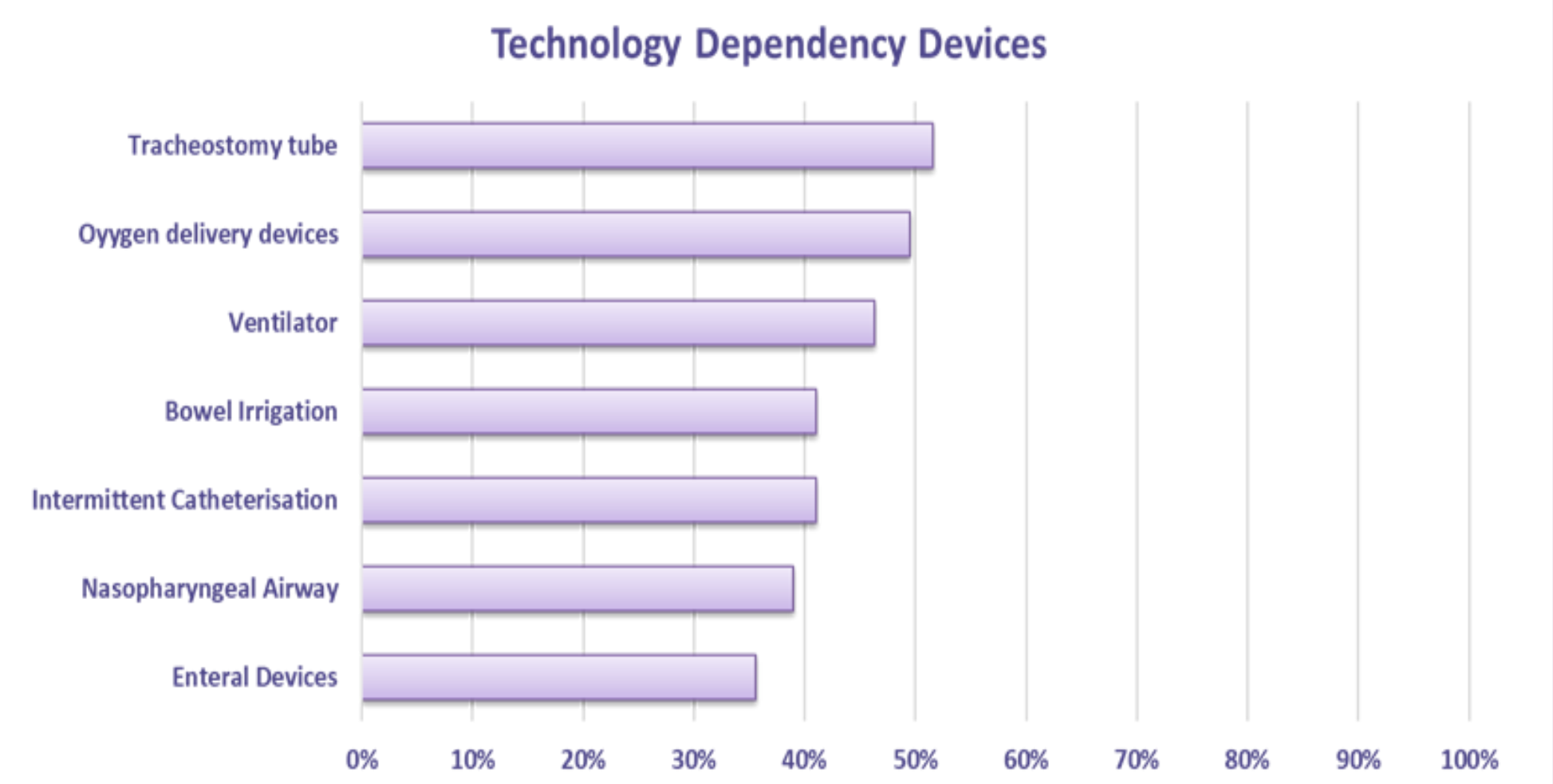
Response rate was 44.7% (n=96)

83% of participants (n=80) were clinical nurses. With the remaining 17% either nurses in management or healthcare assistants

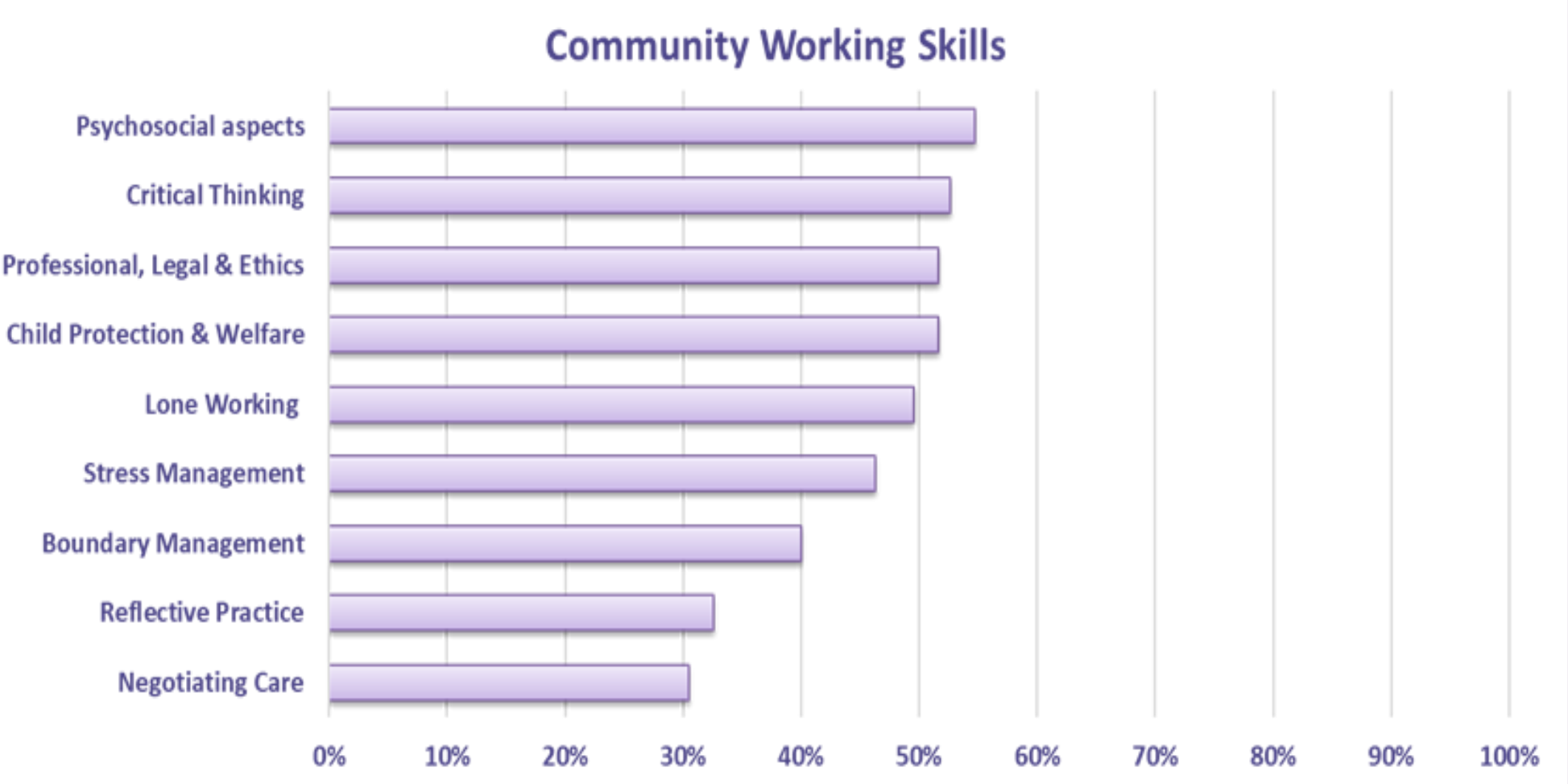
## Findings



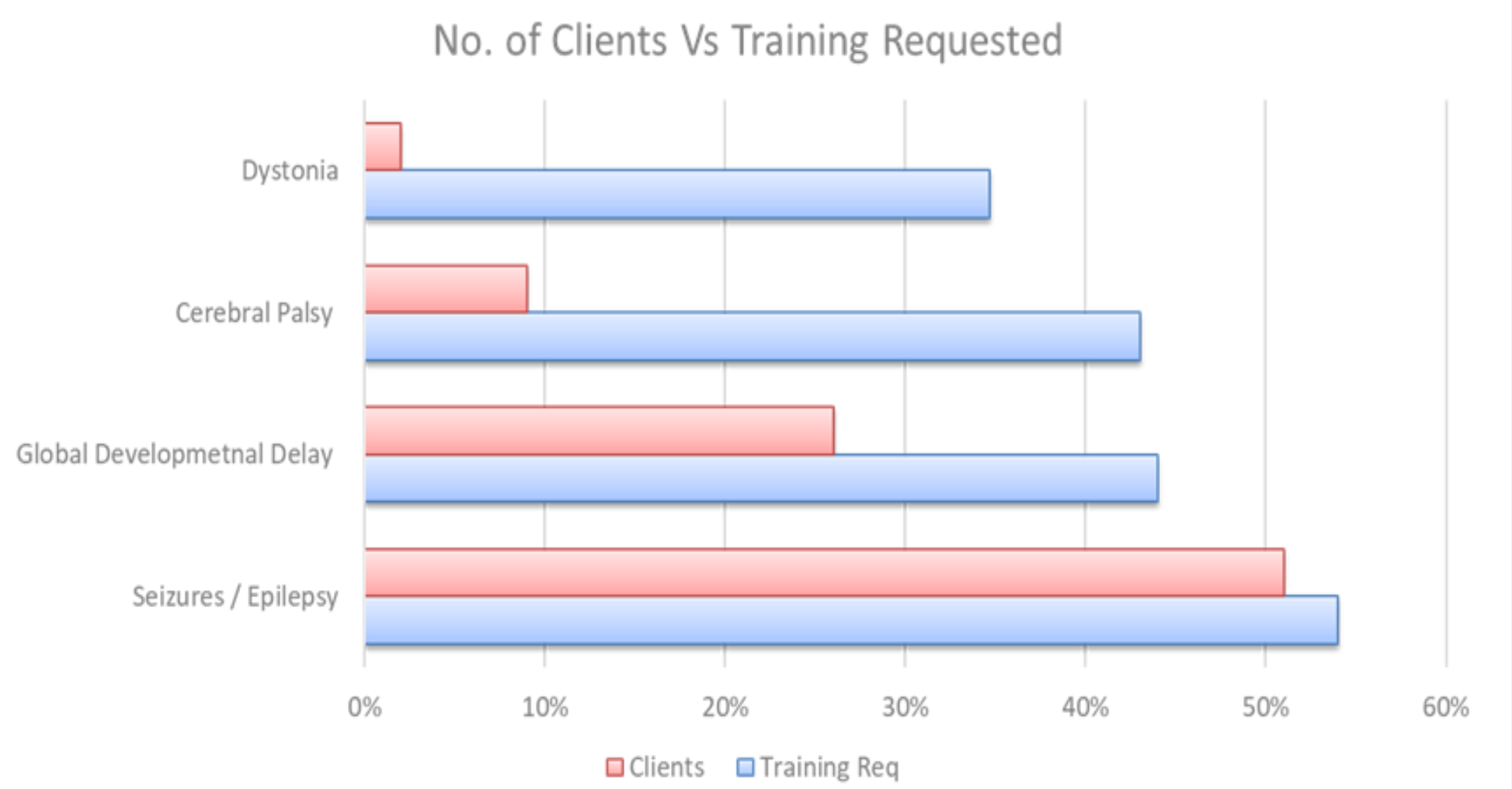
Participants could tick more than one option for teaching delivery method. The preferred method of teaching is the traditional method of face-to-face (71.6%) but 27% - 53% of participants are open to online platforms with pre-recorded sessions being the least preferred (27%).



Specific technology devices were identified through service provision and the HSE mini-competition documents from the framework for children with complex healthcare needs. Additional training needs identified were central venous access devices for parental nutrition and cough assist machines.



Nurses requested training in community working skills such as child welfare and protection, and professional, legal and ethical issues. Some comments included the need for better reflective practices and how to critically think as a lone worker in the community setting.



Over half of participants 54% stated the need for seizure management training, which correlates to 42% of clients we support which accounts for 47% of the weekly service provision hours provided to children with complex healthcare needs in the community

## Conclusion

Nurses are willing to consider other methods of training outside the traditional face-to-face methods such as pre-recorded sessions and live online sessions. However, nursing skills such as tracheostomy and enteral nutrition will still require a face-to-face element. Specialist training is warranted for nurses working in this area with a blended learning approach



## Recommendations

There were several recommendations including:

- \*A change is needed to continue to provide training to nurses away from the traditional face-to-face teaching method
- \*A hybrid model should be considered to take into account the 24/7 nature of nursing in the community and geographical spread throughout Ireland
- \*Nurses want to continue to learn and having an online platform would give them additional resources for this

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