Determining nurses’ training needs is paramount to the design and development of a continuing professional development nursing education program. Nursing education has too often been reactive; incidents, issues or concerns identified by staff or management then inform what education is provided, but is this reflecting what nurses really need and want? In early 2017, the largest regional hospital development seen in Victoria Australia was completed. Recognising a need to support nurses in adapting to a new environment and continuing to support their development, a commitment was made to undertake a training needs analysis with each nursing team in the organisation. Individualising the approach with each unit was considered vital to engaging nurses in the process rather than it be seen as another external demand.

Using demographic data and the Hennessy-Hicks training needs tool adapted for each work area/specialty, we commenced surveying nursing staff across the organization in July 2017. Thus far, demographic data, combined with the training needs tool data, is providing rich information identifying significant gaps as well as opportunities for nursing education.

The 30 survey questions were adapted by a nurse educator continuing professional development (NE-CPD), in consultation with the nurse unit manager, a senior nurse and a junior nurse from the area. Using an online survey tool, the NE-CPD developed the survey and the aims, including:

- Identify unit specific training needs,
- Identify unit specific gaps in current education opportunities,
- Develop unit specific education resources,
- Create a unit specific framework for ongoing professional practice,
- Influence clinical education calendars from 2018 and beyond.

Demographic data questions included: age, highest level of education, professional designation, hours worked per fortnight, contract or permanent work, years of working in professional designation, years of working in current role/specialty and percentage of time working clinically. Analysing the demographic data creates opportunities to make recommendations based on learning styles and education program development, considerate of the staff generation.

To date, survey data has been collected & analysed for Children’s Ward, Nursing Education, Community Dialysis Unit, Emergency and Peri-operative services. Other units are in varying stages of development, collection and analysis of their data. These include Medical unit x 2, Orthopaedics, Surgical, Rehabilitation unit x 2 and the Intensive Care Unit. From the data that has been collected and numerically analysed, a clear need for training and development across all 5 sub-sections of the Hennessy-Hicks tool is demonstrated: research/audit, communication/teamwork, clinical tasks, administration and management/supervisory tasks.

Using thematic analysis, the open-ended question, which asks for up to six topics to include for future training and education, has highlighted common themes among all units, particularly relating to the new environment, specifically, equipment, increased patient acuity and communication methods.
The next immediate steps include surveying nursing staff in the other streams of the organisation, (i.e. home and continuing care, hospital in the home), with future plans to use this training needs tool across the entire organisation for all healthcare-related disciplines. By engaging all disciplines, one aim is to build greater opportunities for inter-professional education, reflecting the real experiences of healthcare professionals.

Title:
New Hospital, New Training Needs

Keywords:
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References:


Abstract Summary:
Provision of nursing education requires an understanding of the training and development needs of nursing staff. How can this be accomplished? Using a World Health Organisation approved international training needs tool, rich data is being collected and providing the basis for development of future continuing professional development nursing education programs.

Content Outline:

- Introduction: Nursing training and education needs after moving into the new hospital must be considered as possibly different to those prior to the move, due to significant changes in geography and staffing.
- Body:
  o Point 1; Collaboration for tailoring Hennessy-Hicks questions to suit specific units
- Questions revised by a small team of staff
  - Point 2; Developing the survey
    - Why use demographic data
    - How the survey was developed
  - Point 3; Data collection
    - How the data was collected
    - Duration for data collection
  - Point 4; Analysing the data
    - Numerical data analysis based on the 5 sub-sections of Hennessy-Hicks tool
    - Thematic analysis based on open-ended questions
- Future & ongoing development:
  - Use data to develop unit specific education resources
  - Use to create unit specific frameworks for ongoing professional practice
  - Completion of a comparison of data across the organisation
- Conclusion:
  - Tailoring questions, survey development and data collection continues
  - Implementation of recommendations has commenced

First Primary Presenting Author

**Primary Presenting Author**
Catina Eyres, DipCCIC
Bendigo Health
Clinical Learning & Development Unit
Nurse Educator
Bendigo
Australia


**Author Summary:** With 24 years of nursing across Canada and Australia, Catina has clinical experience in Emergency, Intensive Care, Infection Control and as founding Clinical Nurse Consultant for the Infectious Diseases Service. Having worked as the Victorian Viral Hepatitis Educator, Catina engaged in state level development, implementation and evaluation of health professionals' education. Catina has been involved in nursing and inter-professional education for 19 years, engaging in undergraduate, postgraduate and professional development teaching.

Second Secondary Presenting Author

**Corresponding Secondary Presenting Author**
Sally Lima, PhD
Bendigo Health
Clinical Learning & Development
Director of Clinical Learning and Development
Bendigo
Australia

**Professional Experience:** Registered Nurse for more than 30 years. Twenty years in paediatric oncology in a variety of clinical, advanced practice and education positions. Past 12 years in research and education positions encouraging nurses to question practice to improve patient outcomes. In addition to clinical practice, 13 years post graduate studies completing Bachelor of Nursing, two graduate certificates, a graduate diploma, Masters of Nursing Science and a PhD. Skills and expertise in nurse
leadership, nursing research, clinical decision making and learning environments. Many publications in national and international journals. Presentations at state, national and international conferences

**Author Summary:** Sally has many years’ experience working with nurses in clinical practice to enable their development and improvements in care. She has utilised evaluation, research, quality improvement and practice and organisational development methods and strategies. Sally is passionate about developing an effective nursing workforce committed to quality outcomes for patients.