

**EDUCATION
AND TRAINING
IN PEDIATRIC
CARE**

INTRODUCTION

In a dynamic society, the need for continuing education is fundamental. According to Ms. Florence Nightingale, “Nursing is a progressive area in which to stand still is to go back.”

Nursing-in-service education is one of the corner stones in professional development of nursing personnel.

Continuing education program helps build capacities in the profession and allows the nurses to develop professional competence.

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Ethical principles of conduct and leadership qualities to adapt to changes in the society.

Continuing education seeks to address the problems of coping with the exploding knowledge while developing critical thinking and interpersonal skills in the nurses and also helps predict future challenges and helps articulate appropriate solutions.

STAFF ORIENTATION PROGRAM



INTRODUCTION

It has been recommended that nursing staff who are new to pediatric intensive care should be offered an orientation program.

ORIENTATION

Orientation means the forces where by a new staff member is introduced to particular work setting.

This is very important for a new person or a person new to a particular position within organization.

CLASSIFICATION OF ORIENTATION PROGRAM

- Employee based
- Organization based

Employee based:

- ⦿ Develops a sense of security and confidence
- ⦿ Reduces apprehension
- ⦿ Aids adjustment
- ⦿ Enhances interpersonal acceptance
- ⦿ Familiarizes new employees with the organization, its goals, policies and other employees
- ⦿ Socialization tools used among new employees

Organization based:

- ⦿ Helps to reduce employee turnover
- ⦿ Increases productivity
- ⦿ Ensures a conducive working climate

PROCESS OF ORIENTATION PROGRAM

Introduce to the administrators, supervisors and co-workers.

Specific issues

- ⦿ Explain about job description
- ⦿ Orient job setting
- ⦿ Clarify legal and ethical responsibilities
- ⦿ Inform about rewards

General issues

- ⦿ Orient to nursing office
- ⦿ General office
- ⦿ Hospital orientation
- ⦿ Community orientation

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Personal issues

Inform about service rules related to:

- ⦿ Salary
- ⦿ Leave
- ⦿ Promotions
- ⦿ Duties and obligations

IN-SERVICE EDUCATION PROGRAM



INTRODUCTION

Care givers who are well educated in early childhood education can offer so much to those in their care. And an efficient staff needs to meet regularly to discuss workplace issues and how best to handle problems.

Even though the learning does not stop at the initial introduction, but it should be a continuous process throughout his or her working life in an organization to develop new skills, knowledge and attitudes. This is achieved through well planned in-service education and staff development programs.

DEFINITION

In - service education is defined as educational activities planned and organized by the employer for the employees to assist them in learning and or furthering the knowledge, skills and attitudes required for the achievement of the specific purpose of the organization.

AIMS

- ⦿ Improvement of client through upgrading the services rendered with scientific principles
- ⦿ To keep in pace in changing society to their needs
- ⦿ Acquisition of new knowledge
- ⦿ Improvement of performance
- ⦿ To develop specific skills required for practice
- ⦿ Improves the staff member's chances for promotion

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- To develop right concept of client care
- To maintain high standards of nursing
- To observe and bring change in staff behavior
- Effective production will be observed
- To discover potentialities, to alert personnel in working environment

AREAS OF IN - SERVICE AND STAFF DEVELOPMENT

- ◉ Staff meeting
- ◉ Skill training
- ◉ Leadership and management development
- ◉ Workshops and continuing nursing education (CNE)

Staff meetings

In a child care setting, staff meetings are an appropriate place to go over basic classroom procedures such as sanitation and daily schedule.

Staff meetings are the perfect opportunity for staff members to discuss issues with specific children or families in a confidential setting.

These meetings are also a time for staff members to ask questions, to ask each other for help and to brainstorm issues together.

Skill training

A quality child care center employs caregivers trained in First Aid and pediatric cardiopulmonary resuscitation (CPR).

Some school and day care managers choose to offer training sessions on the premises to make it easy for employees to participate. Others simply require that the employees receive the state's required level of training on their own.

Skill training described as the learning process by which acquire and improve knowledge, skills, concepts and attitudes. It also helps to achieve the organizational goal by increasing the potentials of the employees, especially skills.

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Skill training gives an opportunity to the nurses:

1. To improve and reinforce their level of preparation.
2. It also fills any gap in her knowledge total patient care by keeping her aware of changing methods and new techniques through instruction, demonstration and supervised practice.

Learning principles:

- ⦿ The trainee must be motivated to learn.
- ⦿ Learning must be reinforced.
- ⦿ Materials provided must be meaningful.
- ⦿ Materials presented must be meaningful.
- ⦿ Materials presented must be communicated.
- ⦿ Multiple sense learning should be applied.
- ⦿ The materials taught must transfer to the job situation.
- ⦿ Feedback is a must to achieve the required and appropriate learning curve.

Leadership and Management Development:

- There are learning experiences necessary to provide and upgrade the skills and knowledge required in current and future managerial positions.
- Nursing administrator is faced with the challenge of providing for the best hospital care as well as managing the nursing personnel.
- There is an increasing trend to show that more nurses are being managed and controlled by nurse administrators with appropriate authority and financial power in the country today.

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Taylor's theory, scientific leaders/managers:

- This theory was developed by Frederick Winslow Taylor (1856-1915).
- In 1911, he emphasized technology as the basis of increasing productivity.
- He introduced time and motion studies to analyze tasks based on the belief that improving the performance tasks would improve the efficiency of the organization.
- He relied on scientific study of time and movement spent and used for a job improves the performance of the worker and recommended careful selection and training of workers, who could meet the established work standard.

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Effective leadership in nursing:

Leadership is to be effective in nursing; the nurse leader has to possess certain qualities of the leader and has to apply certain techniques as follows:

Qualities of nurse leaders:

- ◉ Knowledge of self, i.e. self-awareness
- ◉ Personal qualities like integrity, honesty, ability to attract, motivate, enthusiastic and so on
- ◉ Initiative qualities like willingness to assist, self-confidence, courage and decisiveness
- ◉ Technical abilities, i.e. ability to communicate
- ◉ Technical qualities like mastery over subject, expert knowledge and expertise to work

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- ⦿ Administrative abilities, i.e. managing, organizing, and coordinating, etc.
- ⦿ Intellectual skills
- ⦿ Enthusiasm
- ⦿ Tactful; ability to win the loyalty and support of others
- ⦿ Emotional control
- ⦿ Awareness of responsibility and accountability
- ⦿ Conscientiousness
- ⦿ Quality of building human relations.

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Techniques:

- ◉ Planning and organizing the work schedule according to availability of personnel and materials
- ◉ Assigning work to subordinates should be defined and recorded with clear cut direction
- ◉ Proper teaching and guidance to subordinates
- ◉ Good communication is needed for proper understanding, cooperation and unified action
- ◉ Cooperation and coordination between the superiors and subordinates
- ◉ Identifying talented subordinates and involving them in planning
- ◉ Democratic supervision
- ◉ Evaluation of performance of subordinates and self.

Workshops and continuing nursing education (CNE):

The concept of continuing education is growing up very fast in nursing services. The characteristic of continuing education is its academic offerings to a group or to an individual. The content may be developed on the basis of:

1. Contents on the clinical areas
2. Level of group of nurses
3. Designation
4. Experience

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Types on In-service Education

- 1) Centralized in-service education
- 2) Decentralized in-service education
- 3) Combined or coordinated in-service education approach

Steps or Phases of In-service Education

- **Assessment phase**
- **Implementation phase**
- **Evaluation phase**

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Assessment phase

❑ Identifying needs

- ❖ Observation of work performance
- ❖ Analysis of records and reports
- ❖ Survey and
- ❖ Interview

❑ Prioritizing needs

❑ Setting training objectives

❑ Developing criteria

1. Specify content/topic and learning experience
2. Teaching - learning methods and media
3. Developing evaluation criteria
 - ✓ Reaction of the trainee to the program
 - ✓ Learning of the control by the trainee
 - ✓ Behavioral change of the trainee
 - ✓ Effect of training program on achievement
 - ✓ Organizational objective

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➤ **Implementation phase**

➤ **Evaluation phase**

WB Werther and K Dais in 'Personal Management and Human Resources' suggest that reevaluation program should follow five steps:

1. Evaluation criteria should be established
2. Participants should be given a pretest
3. After training or development is completed, a post-test should be given
4. Transfer of the learning to the job should take place
5. Follow-up studies should be undertaken to see how well learning was retained.

CLINICAL TEACHING



Clinical teaching is used for developing clinical skills. Demands more effort from the side of teachers and students compared to teaching and learning theoretical knowledge. The teacher has to motivate the students to follow the 'high tech- high touch' approach in order to present the human component of nursing care.

Objectives:

- ◉ Understanding of health, illness and healthcare system
- ◉ Developing an awareness of own attitudes, values and responses to health and illness
- ◉ Understanding of the interrelated roles of healthcare team
- ◉ Developing clinical competencies like reasoning, psychomotor and interpersonal and communication skills
- ◉ Creating an ability to provide a scientific rationale for interventions
- ◉ Developing self-management skills, especially related to time and work load

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- ◉ Developing ability to process, record and update effectively
- ◉ Developing ability to evaluate critically and improve own performance
- ◉ Developing ability to review and investigate the quality of clinical practice
- ◉ Develop professional accountability
- ◉ Acquire commitment to develop and maintain professional competence

Principles:

- ◉ Clinical teaching is a vital and irreplaceable component in preparing the nursing students for professional practice
- ◉ Clinical teaching is important than classroom teaching
- ◉ The nursing student in the clinical setting is a learner, not a nurse
- ◉ Sufficient learning time must be provided before performance is evaluated
- ◉ Clinical teaching must be provided before performance is evaluated
- ◉ Clinical teaching must be supported by a climate of mutual trust and respect
- ◉ Clinical teaching and learning should focus on essential knowledge, skills and attitudes
- ◉ Quality is more important than quantity
- ◉ Nursing students experience stress and anxiety in clinical learning situation

Methods:

- ◉ Nursing process
- ◉ Nursing care study
- ◉ Bedside clinic
- ◉ Nursing care conference
- ◉ Nursing rounds
- ◉ Group conference
- ◉ Individual conference
 - Unplanned or incidental conference
 - Planned
- ◉ Assignment