Education in Nursing, a link to our profession

When asked to describe education in one word, nurses might respond with a variety of answers that include: life-long, necessary, developmental, time-consuming, university, outcome-oriented, knowledge-based, research-oriented, everyday and part of being a professional. The concepts of education within the practice of nursing have grown significantly over the past few decades, but all of these answers still reflect education in nursing today.

Education has become an integral component of the nursing profession and completes the triad with its companion components practice and research (see figure 1). Each builds on, and combines with, the others to complete a framework that allows a professional model to flourish. Based on both experience and research, education is the foundation upon which the profession of today's nursing was built. It is also the support and structure we need to continue growing as both professionals and a profession.

The internal and external forces of health care and society are impacting the current work environment of today's nurses. The challenge for nursing is to focus on educational requirements throughout our profession, so we are able to care for our patient population in all settings with the level of expertise each of us is capable of performing. In the January 2002 White Paper “Hallmarks of the Professional Nursing Practice Environment,” The American Association of Colleges of Nursing stated, “Rapid advances in biomedical science, improved disease prevention and management, integration of new clinical care technologies and shifts in care delivery to a broad array of clinical sites have contributed to the rapidly increasing need for well-educated, experienced nurses.”

We have witnessed these changes at Kaleida Health. As we embrace new technologies and ideas about delivery of care, we recognize both continuing education and mentoring nursing staff as the means to achieve the necessary level of expertise in health care today. Education at Kaleida Health continues to be grounded on many levels. It addresses the dynamics of the health care environment, the mission of the organization, the needs of the learner and the professional standards of our profession.

Education is the foundation of clinical competence, as well as personal and professional growth. The American Nurses Association clearly delineates education as an essential component of professional activity in The Code of Ethics for Nurses. It states, “Nurses are required to have knowledge relevant to the current scope and standards of nursing practice, changing issues, concerns, controversies and ethics.” The impact of the Code of Ethics is the challenge to commit ourselves to an educational process and model that fulfills our personal, professional and organizational goals. We have begun offering educational seminars to nursing leadership, focusing on their role in restructuring the professional practice within nursing at Kaleida Health. Each program emphasizes staff education and development in the knowledge and skills required to maintain professional excellence and expertise. We are also linking with academic institutions to assist nurses with their educational development. Promoting other routes of education such as professional networking, technology-based education and on-unit, real time learning experiences is a high priority, as well.

Today's nursing requires more complex functioning, greater knowledge and better skills than ever before. Kaleida Health values an organizational structure that supports employee development; therefore, we will continue focusing on helping staff build necessary core competencies including clinical skills, critical thinking and interpersonal relationships. It is our goal to design an educational infrastructure that will support the work of the clinical staff and facilitate pathways to learning and professional expertise.

As you read through this edition of Nursing Connection, you will notice the various educational opportunities being made available. Take advantage of these programs as well as the additional programs that will be offered in the coming months. Education truly represents our pathway to the future.

“We recognize continuing education and mentoring of the nursing staff as the means to achieve the level of necessary expertise in health care today.”

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Figure 1: Professional Triad

- Contributed by Cheryl Hausner, RN, MS(N), MS(ED)
The Clinical Education Department at Kaleida Health works as a team to offer quality education programs that address the growing needs of nursing practice. Programs focus on relevant nursing topics to help nurses deliver quality patient care by emphasizing clinical competencies, critical thinking and interpersonal relationships.

Educators are consultants, liaisons and an educational resource for all patient-care departments. They are responsible for assessing, planning, coordinating, facilitating, implementing and evaluating learning opportunities for professionals and paraprofessionals who provide patient care.

As a means to assessing the educational needs of nursing, the department has surveyed all nurses and unlicensed assistive personnel to identify and prioritize topics for future educational programming of importance to the staff. The results of the survey will appear in the next issue of Nursing Connection.

Director for Professional Development

Cheryl Hausner, RN, MS(N), MS(ED)

Kaleida Health recently appointed Cheryl Hausner, RN, MS(N), MS(ED) as the Director of Professional Development for the Department of Nursing.

Cheryl has an impressive history of nursing education and professional development experiences throughout her career. She once served in the Army Nurse Corp. and worked as a clinical educator and director for the School of Nursing at Millard Fillmore Gates Hospital prior to its closing. Under Cheryl’s leadership, the school achieved a 97% State Board pass rate for graduates from the program. In recent years, Cheryl has served as the Director for Educational Development at Kaleida Health, with responsibilities that included writing, implementing and administering several workforce retraining grant programs funded by the Department of Labor.

Cheryl's impact on professional development has also been felt on an international level. She collaborated with a team of WNY health care professionals to facilitate the development of health care in the Independent States of the former Soviet Union under the Buffalo NY/LViv/Ukraine International Partnership Grant. Through this program, she was able to share her extensive expertise at conferences in Almaty, Kazakhstan; Kiev, Ukraine; and LViv, Ukraine.

She is a passionate professional, with past and/or present memberships and leadership roles in many nursing-related organizations: Erie #1 BOCES, Western New York Nurse Educators Consortium, NY State Council of Hospital Based Schools of Nursing, the NY State Associate Degree Nursing Council and the Professional Nurses Association of Western New York District 1 where she is the current President.

Over the past two years, Cheryl has provided strong leadership for the Patient-Centered Care Committee and other nursing department initiatives meant to develop a better professional practice model throughout our organization. In her new role she will oversee the Department of Clinical Education, orientation programs, staff development and continuing education. One of her goals will be directing programs to address both the nursing staff and interdisciplinary teams, a strategy designed to explore innovative ways of ensuring that we have enough competent staff in critical health care positions as we move into the future.

A graduate of Keuka College, Canisius College and the University at Buffalo, Cheryl brings more than expertise in the field of nursing. She also brings a dynamic personality and genuine love for education that will undoubtedly inspire all of us at Kaleida Health to achieve our professional education goals.

Clinical Education Department

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Row 2: Judy George, RN, MFSH; Sylvia R. Nowak, RN, MS, MFG; Denise M. Sullivan, BSN, RN, C, BGH; Beverly Hiestand, BSN, RN, BGH; Irene Zimpfer, RN, BGH; Susan Illig-Certo, BSN, RN, Deaconess. Row 1: Judy Laurenzi, RN, BGH; Bonnie Burmaster, BSN, RN, BC, BGH; Rosanna T. Schulte, RN, MS, CCRN, MFG; Elise Grandits, RN, BSN, WCHOB. Camera Shy: Sue Carden, RN, MS, CCRN, WCHOB; Mary Genzel, MS, RN, BC, DeGraff; Joann Papp, RN, BSN, CCRN, C, BGH.

Workforce Retraining Initiative

Kaleida Health would like to recognize Carrie Schaffer, RN at DeGraff Memorial Hospital who recently completed her registered nursing education at Niagara County Community College. She completed her last three semesters of school funded through the Kaleida Health Workforce Retraining Initiative grant and is the first of the workforce initiative participants to graduate from an RN program.

Carrie began her career at DeGraff as an LPN in the Skilled Nursing Facility in 1997 before returning to NCCC to advance her education to become an RN. Congratulations Carrie!
Combining Classroom and Clinical Education: Making the Difference in the Success of Orientees…

We have all heard the familiar phrases “high turnover rate,” “nurses eat their young” and “nursing shortage.” Each expression represents a situation that is having a negative impact on nursing as a profession, especially in light of the challenges nurses are already facing in 2003 to meet the growing health care needs of an aging population.

Because the confidence and self-esteem of new staff are important to the development of the professional nurse, we have been examining factors that contribute to the success of our new nurses. We realize that sometimes the challenges and activity of the busy clinical environment can over shadow the necessary details in helping new staff adjust to the unit. One of our clinical areas took the realization to a higher level and responded with a new approach.

Employees of the Pediatric Intensive Care Unit (PICU) at The Women & Children’s Hospital of Buffalo have developed support materials to help new hires transition into the culture of pediatric critical care during their orientation period.

Clinical Educators for the PICU and Neonatal Intensive Care Unit (NICU), Susan Carden, RN and Barbara Kuppel, RN, revised the pediatric critical care class content and competencies to reflect entry-level skills and knowledge required to begin working in that particular setting.

Recognizing that orientation continues into the clinical experience, Nadine Tricoli-Billingsley, a PICU staff nurse, developed a “PICU Survival Guide.” The guide contains many pearls of wisdom from experienced nurses on need-to-know topics such as Starting Your Shift, Preparing a Bedside for an Admission, Change of Shift Report, Weekly Orientation Goals and Preceptor and Orientee Responsibilities. It is a work in progress, with the entire PICU staff supporting her efforts with frequent personal suggestions.

The first new nurses to use the guidebook offered positive feedback about its helpfulness. Recent UB graduate Erin Allred stated, “I find myself referring to the PICU Survival Guide frequently throughout my shift. It has reinforced all the policies and procedures my preceptors taught me.”

The PICU Nurse Managers, Judy Murcko, RN and Susan Brooks, RN, expressed their pride in both the initiatives and the enthusiasm shown by those who took on the project, which continues to spark more ideas and suggestions to improve the unit’s working environment from other employees.

Both nurse managers agree that the PICU nursing staff not only gives exceptional care to their patients; they also offer an exceptionally caring work place for new nurses.

- Contributed by Susan Carden, Clinical Educator

Staff Development Educational Modules Offered

The Clinical Education Department at Kaleida Health offers nurses learning modules and courses on a continuing basis – free of charge - to expand knowledge and update skills. Nurses may attend the entire module/class or select those portions that meet their specific needs.

The Respiratory Module provides in-depth information on oxygen transport, arterial blood gas analysis, respiratory assessment and care of the mechanically ventilated patient. This module also offers a skills lab that allows the participant to demonstrate endotracheal suctioning, obtaining an arterial blood gas and endotracheal tube taping.

The Neurological Module reviews neurological anatomy and physiology, neurological assessment and identification, care and treatment of patients with Stroke/TIA and Sub Arachnoid Hemorrhage/Aneurysm.

The Hemodynamic Module is a learning opportunity for newly hired nurses in areas where hemodynamic monitoring is done, but it can also be a great review for experienced nurses. This module also provides a learning lab where nurses get hands on experience with pulmonary artery pressure monitoring, obtaining cardiac outputs and pulmonary capillary wedge pressures.

The Introduction to Cardiac Care Course is a six day program that provides many learning areas for the nurse including: cardiac assessment; identification, causes and treatment for sinus, atrial, junctional, and ventricular arrhythmia’s; identification, causes and treatments for heart blocks; IV conscious sedation for nurses, pacemaker review and advanced life support review.

Investigate the complete list of learning options available for Kaleida Health nurses by accessing the Kaleidascope Clinical Education web page.

- contributed by Joann Papp, RN, BSN, CCRN, C.
Wound and Skin Management Seminar

Skin Care Committee. Standing (left to right): Judy LeFevre, RN, Barbara Schraufstetter, RN, Barbara Reed, RN, Marilyn Gerwitz, RN, Lynn Kordasiewicz, RN, Joe Corio. Seated are Debbie Travis, RN (Chairperson for the seminar) and Barbara Gorman, RN.

Offering continuing professional education in a specific area of practice is one way of making certain that patient-centered care needs in that specialty are addressed and improved. Nurses who attend continuing education activities earn contact hours and a certificate for their participation.

One example of Kaleida Health’s continuing education programming is the Smith and Nephew Options seminar on wound and skin management, recently planned and presented by the skin care committee. The skin care committee is a team of certified wound, skin and ostomy nurses from Millard Fillmore Gates and Suburban Hospitals, Buffalo General Hospital and the Visiting Nursing Association.

Barbara Gorman, clinical resource consultant for Smith and Nephew in Western New York, was the keynote speaker and shared the expertise she has developed over fourteen years of wound care experiences. Joe Corio, account manager for Smith and Nephew, sponsored the Options seminar and was available to demonstrate various care products.

The program attracted over 200 nurses from Kaleida Health and other community agencies.

-Contributed by Debbie Travis, RN

Using Evidence-Based Literature to Learn to Control Patient’s Pain

At Kaleida Health, our policies and procedures are based on published research. The application of research evidence allows us to teach and learn the best ways to practice nursing for the benefit of our patients. Although we use evidence-based practice throughout nursing, one case in point, presented here, is how we apply research to pain management.

Over the years, nurses have become more informed about pain assessment and management, but studies continue to demonstrate patients are not receiving optimal pain relief. As the only members of the health care team that are with the patients 24/7, nurses are in the best position to assess and manage patient’s pain and comfort.

In a study done by Patricia J. Puls-McColl, MS, RN, Janean E. Holden, PhD, RN, and Mary Beth Tank Buschmann, PhD, RN (2001), having responsibility for caring for acutely ill patients, lack of time to adequately assess and control pain, and patient’s reluctance to report pain are common barriers identified by nurses. Although patients can request analgesics, some do not. This reluctance to admit pain is due to patients concerns over injections, side effects and addiction, as noted by Wilder-Smith, C. H. and L. Schuler (1992). A study done by H. Owen, V. McMillan, & D. Rogowski (1990), found patients accept pain as part of the normal post-op course. Regularly questioning and educating patients on medication or assessment rounds may help over come this problem.

According to the American Pain Society (1992), a patient’s report of pain is the single most reliable indicator of its existence and intensity. Research done by Margo McCaffery, RN, MS, FAAN ** and Betty Rolling Ferrell, PhD, FAAN discovered that nurses often assume patients are pain free if they are not complaining or exhibit behavior that is interpreted as being pain free. This is a poor indicator as responses to pain are as varied as the individual. Also, some coping strategies can cause patients to act as if they are not in pain. This behavior is most likely to lead nurses to undermedicate. The most difficult notion for nurses to accept is that they must act on reports of pain regardless of patient behavior.

Effective pain management is closely tied to overall patient satisfaction and quality of care. As advocates of quality of care, proper pain control should be our goal.

-Contributed by Renee Phillips, RN

**Note: Margot McCaffery will be a featured speaker in Spring of 2004 at Kaleida Health’s pain seminar.
Thoughts on Professional Education

From Eileen Nahigian, RN, DNS
Vice President, Chief Nursing Officer, Kaleida Health

This issue of Nursing Connection is dedicated to professional education for one particular reason, namely, that lifelong learning is a hallmark of our profession.

We have been hearing throughout Kaleida Health that employees want more visibility of their clinical educators and more learning opportunities. Some sites have reinvigorated Nursing Grand Rounds, and the clinical educators have been working toward increasing their presence on the nursing units.

We have benefited from grant funds and Kaleida Health Foundation funds to bring opportunities for workforce development, and our nursing website will soon be broadened to include linkages to HUBNET for on-line literature searches, professional organizations and all the professional education opportunities available through those organizations.

Many of our nurses are back in school, formally preparing themselves for their current and future professional roles. If you have not already considered returning to school, I'd like to plant that seed of thought with you. Advanced formal education allows the learner to become more intimately involved with new knowledge, providing a more in-depth learning experience than is possible with just-in-time type of education on the job. The schools of nursing are willing to bring some college courses to our sites to facilitate advanced education. Let us know if this interests you.

I'd also like to introduce the concept of certification to those of you who are not yet certified in your specialty. Many of our staff are numbered within the ranks of nationally certified nurses, through either the American Nurses Credentialing Center or other specialty professional associations. Certification is a means by which nurses nationally affirm their expertise in their practice area and carry a credential that expresses that expertise to colleagues and to the community. I invite you to consider this challenge for yourself.

You can get information about the ANCC credentialing process via www.nursecredential.org. Alternatively you can contact your specialty nursing organization for information. (See related article about Janeen Bass, RN, CEN).

Professional Practice Model (PPM)

There has been a lot of talk about Professional Practice Models (PPMs) at Kaleida Health. Activities are underway to ensure the framework guiding how we practice nursing respects our professional accountabilities. Chief among these accountabilities are those that occur at the point of care because what we do is far more than a series of tasks performed on patients. Professional nursing is based on a complex combination of clinical/technical, cognitive/critical thinking, leadership and interpersonal communication skills.

Professional Practice Models provide structure to help us define, implement and evaluate our performance as professional nurses. They not only promote accountability for nurses; they charge that participative management structures should be in place to ensure accountabilities are met. Nurses are empowered by this type of environment to take part in decision-making and to exercise autonomy. The results of such practice include improved patient clinical outcomes, as well as high levels of satisfaction among patients, physicians and nurses.

The combined art and science of nursing relies on education, research, experience and intuition to make a positive difference in the lives of our patients and their loved ones. To accomplish this, nurses combine the independent and interdependent components of their practice to bring the necessity of interdisciplinary teams into focus.

The Unit Practice Councils that are being initiated on the nursing units comprise some of the structure through which Kaleida Health's nurses can establish a PPM. Changing our nursing paradigm in this direction is a response to the dissatisfactions our nurses have expressed about their current work environment. Last October many of our acute care nurses responded to a national survey on the topic of staff satisfaction. Results clearly indicated that our nurses are dissatisfied with their level of professional autonomy, professional status recognition and participation in decision-making. As a result, we accepted the challenge of establishing a proven PPM that is based on concepts of shared governance and participative management.

As the interest and excitement about these developments continue to grow, nurses can take the opportunity to build a positive momentum about the coming changes on all units.

Education Needs.. College Onsite

Would you be interested in having college nursing courses offered at any of our sites to help RNs pursue advanced education? If so, please contact Arlene Milczarski, workforce development secretary, School of Nursing at Millard Fillmore Gates, or leave a phone message at (716) 887-4860.
Nursing Connection – Kaleida Health Libraries

Kaleida Health libraries provide the infrastructure to support lifelong learning for nurses by helping them develop the knowledge, skills and abilities needed to successfully access and conduct information gathering activities. Our librarians are available to assist you in person and by phone from 8:30am-4:30pm, Monday through Friday, at four library sites.

Our libraries also offer a growing selection of resources via the World Wide Web that can be accessed at http://library.kaleidahealth.org 24 hours a day, 7 days a week.

Available resources include:

**Digital Resources**

**OnCall** (Online Catalog of Local Libraries): Discover which books and journals are owned by the libraries.

**HUBNET** (Hospitals and University at Buffalo Library Resource Network): Provides access to a wide-array of databases, including Medline for general clinical searches and more than 30 electronic textbooks through the StatRef program, or CINAHL for searches specific to nursing and Allied Health literature. Forty-one full-text nursing journals are available, as well as other databases of interest to nurses through HUBNET.

**NORD**: Offers full-text reports on over 1,100 rare diseases and information on new and experimental orphan drugs.

**Health Reference Center**: Provides access to the full-text and images of respected nursing, Allied Health and medical journals, consumer health magazines, newsletters, pamphlets, newspaper articles, topical overviews and reference books.

**Print Resources**: Copies of articles from over 100 nursing journals can be obtained on-site at Kaleida Health libraries. Requests for copies of articles not owned by Kaleida Health can be made through the website or by calling any of our libraries.

**Borrowing Library Materials**: Employees can borrow materials (books and audiovisuals) from Kaleida Health libraries by registering for a library card. Journals must be used in the library, but self-service photocopying is available 24 hours a day, 7 days a week – free of charge - in each of the 4 main libraries.

**Evidence-Based Health Care**: Kaleida Health libraries play a major role in the practice of Evidence-Based Health Care (EBHC). Our librarians are information professionals with the ability to access and retrieve the best information to support clinical decision-making.

**Training Opportunities**: Our libraries offer training to learn how to search with both HUBNET and the Internet.

**Contact Numbers**

Buffalo General Hospital 859-2878
Millard Fillmore Gates Hospital 887-4848
Millard Fillmore Suburban Hospital 568-6540
The Women and Children’s Hospital of Buffalo 878-7304

For assistance at DeGraff Memorial Hospital, please contact any of the libraries or use the website for immediate access: http://library.kaleidahealth.org.

Registered Professional Nurse of Excellence

The Department of Nursing at Kaleida Health is pleased to announce Janeen Bass, RN, an employee of the Emergency Department at Millard Fillmore Suburban Hospital, was the recipient of the WREMS 2003 Registered Professional Nurses of Excellence Service Award.

Janeen was presented with the award for her involvement with Western Region Emergency Medical Services (WREMS). As the nurse coordinator for WREMS, Janeen spends a considerable amount of time each month with EMS personnel and volunteer agencies to provide quality inservicing, training, teaching and scheduling EMT students’ clinical education shifts.

On staff at Suburban since 1997, Janeen now includes precepting new employees, teaching the Trauma Nurse Core Course and participation in a number of research activities within her job duties. As a certified emergency nurse (CEN) she provides an extraordinary example of the professional practice role by advancing her own education and mentoring employees with her expertise.

Janeen began as an EMT in 1991 before receiving her paramedic training in 1993. During this time period, she also earned her RN and a BA in Biology from SUNY Buffalo. She completed her BSN at Daemen College in 2002.

- Contributed by Debbie Lindemuth, RN, Nurse Manager

“The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.”

“The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.”

- Fifth and Seventh Code of Ethics for Nurses statements; ANA, 2000