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Challenging the way we work – making information Technology work for us

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Every month each dialysis patients' (n=97) blood results are discussed amongst the team and patient management decisions are made. The historical practice in preparing this data for presentation and discussion has been for a member of staff to electronically access up to three different laboratory reporting systems and hand transcribe all of the data needed on to a serial data sheet.

This presentation will describe the change management process: identification of the need for change, how the change process was managed from the initial identification of an alternative practice, the conceptualisation, design and testing of a tool to facilitate a practice change, training and implementation with staff and the transition from the old method to the new system. Included will be a discussion of the benefits of the change, including some unforeseen advantages.

A critique of the process will be offered in the light of current literature on practice change management, encouraging colleagues to critically look at practice in their units and to ask the following question: "why do we do it that way?"

Renal Nurse Transition to Practice: A State-wide Approach to Nurse Education in Queensland

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Supporting and sustaining life-long learning is the goal of all educators and managers alike. A highly adaptable and interactive program in Queensland, is providing the structure and support which is vital to maintain focus and to encourage motivation of staff.

Since 2002, the Transition to Practice Nurse Education Program (TPNEP) for Renal, has provided the avenue and opportunity for nurses to undertake post graduate studies in a supported environment. The program incorporates readings, activities, written assessments and clinical assessments. This enables staff to link theoretical knowledge to the practical aspects of their work, promoting critical thinking and high standards of patient care and education.

The TPNEP is coordinated by the Renal Nurse Educators at hub sites, thereby enabling access by renal nurses across the state. The program is affiliated with four national universities with recognition of prior learning for two subjects, which consist of 12 modules in total. Staff can then work through two or more subjects to compete a range of post-graduate qualifications. The program has set a standard of nurse education in the state that is not only successful but also highly rewarding to all those involved.

New Directions in Education Delivery: Renal Therapies elearn.

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It is well known that the health care industry is becoming increasingly busy with limited time for nurses to access and engage in ongoing education and training. The implementation of an elearn facility at Western Health has ensured that staff are offered a variety of education modalities to suit individual learning requirements and improve accessibility.

Late 2009 Renal Therapies elearn was launched. The implementation for this education delivery style had a twofold effect;

1. Offered improved accessibility to education
2. Increased education over a multi campus service with limited resources.

All staff in the nephrology ward areas and medical students are required to enrol in Renal Therapies elearn. The site is accessible by staff 24 hours a day, on and off campus thereby providing flexible learning. Scheduled nephrology education sessions are all uploaded to the site ensuring maximum exposure of current information.

Future directions include:

- Learning packages online to become Royal Collage of Nursing accredited
- Rotations of material on site to ensure appropriate saturation
- Material online to be as interactive as possible including the production of instructional videos
- Post graduate renal nursing students assignments uploaded to promote academia
- Ongoing evaluations of Renal Therapies elearn.

As enrolments increases in the broader clinical areas Renal Therapies elearn will complement traditional teaching methods and be identified as the central hub for nephrology education at Western Health.

Renal Rotation: The Gold Coast Experience.

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In January 2010, renal services of Gold Coast Health Service District (GCHSD) established a comprehensive second year Graduate Nurse Renal Rotation. The key focus of this was to provide:

- A clear post graduate educational pathway for nursing graduates entering GCHSD Renal Services
- A learner centred program that provides second year graduates with comprehensive nephrology nursing

knowledge and skills

- A sustainable, systematic approach to improving quality patient care for clients with kidney disease
- A multi skilled, flexible workforce to provide sustainability for renal services

Graduates who successfully completed a 12 month graduate program in Renal Services were offered the opportunity to rotate through the clinical areas of peritoneal dialysis, acute haemodialysis, chronic haemodialysis and the renal inpatient unit. Whilst undertaking clinical learning in these units they also gained theoretical knowledge by undertaking the Queensland Health supported Transition to practice Nurse Education Program-Renal. This program attracts credit point towards half a graduate certificate at affiliated Universities.

This paper will report on the experiences of establishing the rotation and challenges that were encountered.

Experiences from Cyberspace: An Educator and Student Perspective

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The Charles Darwin University (CDU), Darwin has a post graduate renal nursing program. This program is articulated so that students can move from a Graduate Certificate through to Masters programs. These programs are conducted in a 'flexible' manner but most of the units are done via elearning. Currently there is only one unit which requires an on campus intensive teaching period. The post-graduate renal nurse program has students from the Northern territory and also from other states of Australia. It is a requirement of the program that all students be employed in a renal unit and can meet the clinical experience requirements of the program. It is very fortunate that in the Northern territory there is a partnership between CDU and the Department of Health and Families to support an 'employed' model to encourage registered nurses to complete a post graduate

qualification in renal nursing.

Working with post graduate students via a total elearning environment has challenges from an educator's and student's perspective. These challenges include the use of technology, the development of educational materials, and the interaction and communication between the teacher and students. CDU has a good IT network to support elearning, and this paper will provide a personal insight into coordinating an elearning based renal nursing program

Building an Education Framework

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In August 2008 the South Australian Education Group (SARNEG) was formed to help direct the future of renal education in South Australia. This group includes representatives from all renal units in South Australia (SA), both public and private as well as staff involved in renal education. The first few meetings of SARNEG identified the inconsistencies across SA regarding accessibility and availability of renal education as well as gaps in education being provided. In order to address these issues work began on building a framework for Renal Education in South Australia.

The aim is to provide an overarching framework that ensures that all nurses working with in SA renal units have access to consistent, equitable and standardised learning opportunities. However, in the real world it takes more than just a framework for changes to occur and ideas to be adopted. The purpose of this presentation is to outline our journey from conception of the idea to making it work. We have had both challenges and rewards on the journey and we still have some way to go. We are hopeful that the development

of our framework will help move renal education in SA forward and provide a template for others to use.

Education Program to Promote Routine Vascular Access Assessment in Haemodialysis Patients

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Background:

Failure to detect vascular access dysfunction early can increase patient morbidity and mortality. In February 2010 the GCHSD renal services established a vascular access working party and implemented a standardised, vascular access assessment documentation checklist, and education program.

Aim:

For all haemodialysis nurses to incorporate vascular access assessment into their everyday practice.

Methods:

- Audit of current access assessment process and documentation
- Survey exploring staff attitudes and confidence in undertaking and interpreting access assessment
- Formal access assessment education developed and delivered to all staff
- Formal AVF assessment competency implemented for all staff
- Review of practice and resurvey at completion of education program

Conclusion:

91% of staff received education and competency in agreed time frame and enhanced competency assessment for all new staff was introduced. Staff identified a need for ongoing education in access care and post project audit demonstrated improved documentation. Referrals to the vascular access coordinator for abnormal findings and continuing education increased. This paper will discuss the outcomes of the audit, staff surveys and education program.