

Pediatric Clinical Nurse Educator Development of an Education Committee to Engage Nurses in Unit-based Peer Instruction

Purpose

Peer education is an innovative technique facilitating learning (Gray et al., 2019; Lawrence et al., 2020; Mauliandari et al., 2020). A clinical nurse educator (CNE) oversees pediatric nursing education across a multi-site academic medical center. System-wide learning needs assessments determined nurses in pediatrics needed assistance with high-risk, low-frequency competency skill retention. An education committee was formed to develop skill-specific champions to disseminate real-time peer education to RN's and CP's.

Planning

Literature review conducted, supporting instructor-led peer learning to engage staff, improve learning outcomes and motivate participants (Gray et al., 2019; Lawrence et al., 2020; Mauliandari et al., 2020). CNE met with unit leadership, sharing evidence-based recommendations and discussed feasibility of proposed initiative. Once leadership buy-in obtained, an education committee was formed to develop skill-specific champions to disseminate real-time peer education.

Engagement Strategies

Train-the-trainer and mentorship frameworks implemented to instruct nurses in peer education techniques. Monthly CNE led training in adult learning theories provided. Post training, committee members were designated as unit-champions in assigned topics and educated peers during unit downtimes.

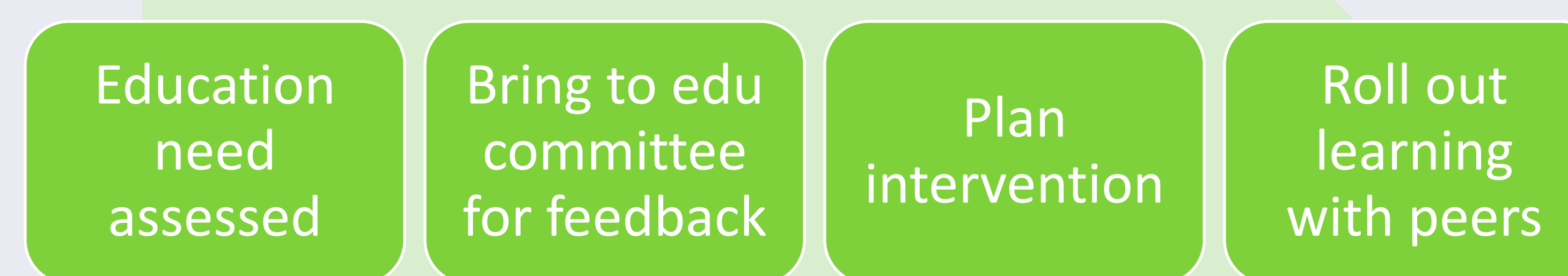
The population-based nurse educator is the prime leader of the committee with later plans to have a chair and co-chair for this committee.



Interventions

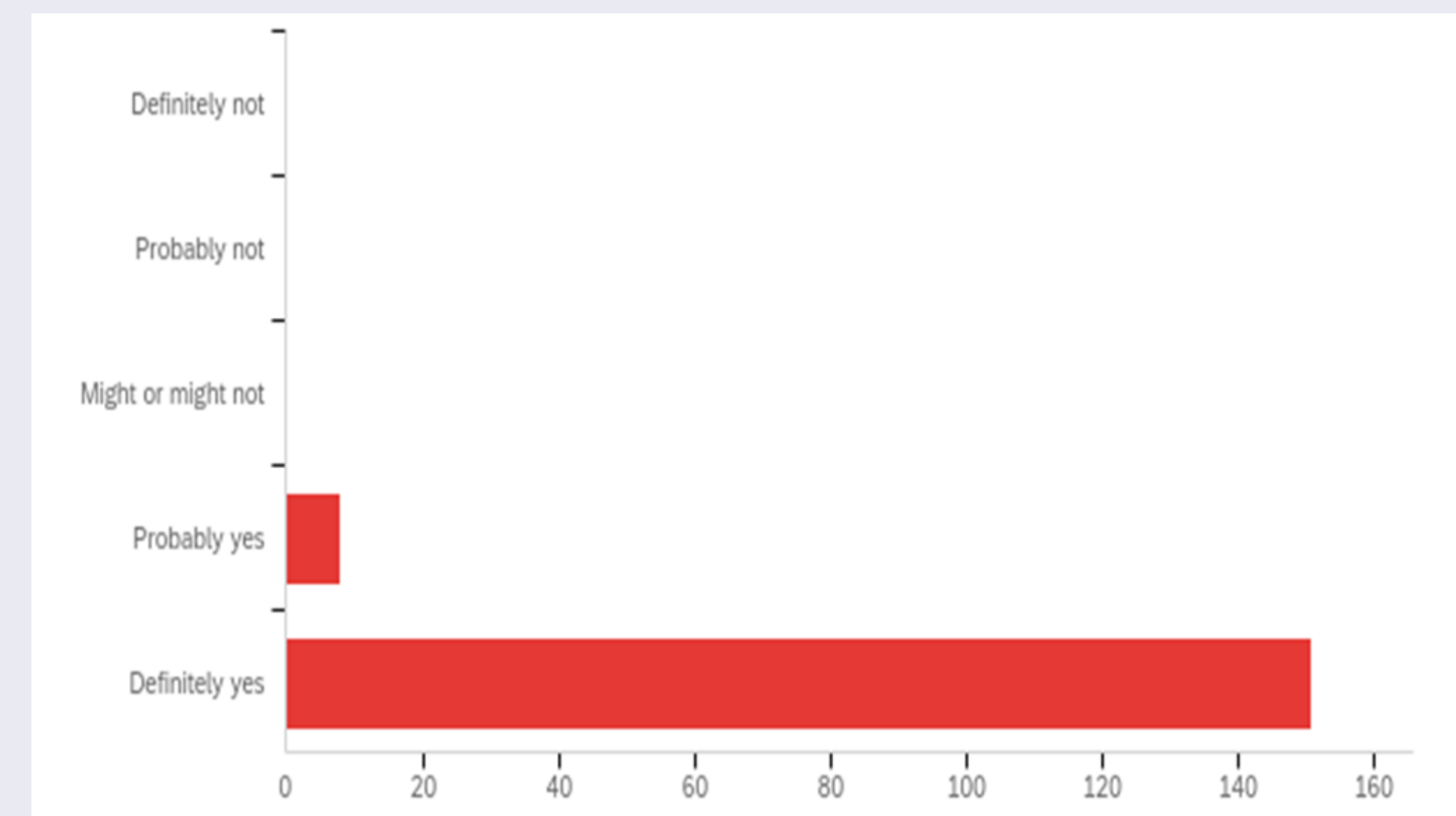
The education committee is a working committee that has collaboratively come up with topics that are specific to the population of patients they see on the unit. Committee members then chose a topic they were interested in as becoming a unit champion for to design education to give to their colleagues during chosen quarters of the year. Topics were chosen during the quarter of the year they are most prevalently seen (example: Tracheostomy care during quarter two prior to the start of respiratory season).

Teachings that are developed by the members are shown to everyone on the committee prior to roll-out to the other nurses on the unit, for feedback purposes. Tracking of the education given by the committee members is used through a Qualtrics barcode that is scanned and logged as the teachings are given to staff. Educational changes that are brought forth by the clinical nurse educator are examined with this group prior to implementation to engage staff in the changes and to receive feedback prior to implementing on the unit.



Results

Results from staff after receiving education from their colleagues on unit nursing topics is overwhelmingly positive. 95.21% of nurses report "definitely yes" and 4.79% report "probably yes" when surveyed if they enjoyed learning from their peers. A space for comments on how the committee could improve learning experiences were astounding with this section filled with all positive comments from staff who enjoyed learning from their peers.



Summary of Findings

This committee is an engaging effort to provide clinical nurse leaders the ability to be involved in the education on their unit, to help provide an opportunity for aiding nurses in climbing the clinical ladder at UCLA, and for helping staff determine a specialty track for themselves should they want to professionally develop and continue their education with a Master's degree or post doctorate. This committee uses the train the trainer method, encompasses mentoring techniques to be used in nursing education, and gives staff the ability to provide just in time education for their colleagues who need it, by becoming unit champions for nursing concepts.

Engaging staff as peer-champions, learner comfort was increased. Unit-champions were empowered in ability to support unit and engage colleagues in learning. Opportunity to individualize education to a diverse workforce was afforded, facilitating staff engagement as drivers of learning.

Pediatric nurses care for vulnerable populations making high-risk, low-frequency skill retention a top priority. CNE development of peer trainers is a tool for bridging the gap between traditional learning and the day-to-day needs of bedside nurses. Succession planning through clinical champion roles as change agents transforming processes at micro-systems levels.

References

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- Lawrence, K., Chargualaf, K. A., Parker, P., & Nagel, C. (2020). Learning never stops: Evaluation of peer teachers in high fidelity simulation. *Nursing Forum*, 55, 341-347. <https://doi.org/10.1111/nuf.12433>
- Mauliandari, R., Sumarwati, M., & Upoyo, A. S. (2020). Peer learning: An effective teaching-learning method for improving ability in arterial blood gases interpretation. *Nurse Media Journal of Nursing*, 10(3), 329-338. <https://doi.org/10.14710/nmjn.v10i3.28660>
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