

PUBLIC HOSPITALS AUTHORITY  
SANDILANDS REHABILITATION CENTRE  
CONTINUING NURSING EDUCATION UNIT.

**The highest activity a human being can attain is learning for understanding, because to understand is to be free.**

**Baruch Spinoza (1632-1677)**

---

## **INTRODUCTION**

The Continuing Nursing Education Unit is committed to enhancing the competencies of nurses and the quality of care through the provision of continuing nursing education for nurses in the Public Hospitals Authority-Sandilands Rehabilitation Centre.

The Continuing Nursing Education Unit strives to provide the Nursing Services Department staff members with current, regular and stimulating educational and lifelong learning experiences to enhance the care provided daily to our valuable and deserving clients.

As an integral of the Sandilands Rehabilitation Centre the unit also strives to elevate the standards and quality of nursing practice by facilitating the ongoing learning and personal development of nursing staff employed within this hospital.

The unit endeavors to make the experiences within this institution thought-provoking, inspiring and rewarding for every participant. In so doing the faculty work collaboratively with administration, allied health services, the external community and our sister institutions and professional bodies to maximize opportunities for learning for the staff members coupled by what is made available within the institution on a weekly basis.

The Continuing Nursing Education Unit is committed to ensuring that staff continually update their knowledge and skills so as to improve and promote mental health care. We fully endorse the concept that planned continuing education is the means by which staff can maintain competence, meet the standards of practice and facilitate professional growth.

The focus of the unit is underpinned by the vision and mission of the Public Hospitals Authority and the mandate established for this institution. All efforts are made to support the organization's culture, strengthen teamwork and encourage individual empowerment. The significance of continuing nursing education as a learning experience for nurses and

---

nursing support staff has been indicated by the support of the management team as they acknowledge the need of continuous learning to meet the demands of constant changing health technology and evidenced-based nursing practice.

From this perspective, the learning activities implemented by the Continuing Nursing Education Unit cover a wide range of programs that focuses on staff development, in-service and external courses, preceptor ship, mentoring, competency assessment, new staff orientation and training and specialty training.

Aware of an ever changing health care environment the Continuing Nursing Education Unit aims to present relevant and timely educational topics that nurses and other health care providers “need to know”

---

## **VISION/MOTTO AND MISSION**

### **MOTTO**

**“To Educate, Activate and Motivate”**

### **VISION**

**“Impact lives one educational opportunity at a time.”**

### **MISSION**

**“To educate, facilitate and demonstrate excellent knowledge, skills and work ethics to promote best quality nursing to all clients.”**

---

## **PHILOSOPHY/PURPOSE AND GOALS**

### **PHILOSOPHY**

Based on the philosophy that “lifelong learning is essential for continued professional competence”, the Continuing Nursing Education Unit (CNE) is committed to providing an educational experience that promotes personal growth and creativity, develops knowledge and technical competencies.

The philosophy of the Continuing Nursing Education Unit (CNE) is congruent with the philosophy of the Nursing Services at the Sandilands Rehabilitation Centre which is “to provide comprehensive nursing care which will enhance the mental/physical health status, dignity of life for each patient”

We also concur with the mission statement of the Sandilands Rehabilitation Centre which states “To provide comprehensive care, with the ultimate aim of assisting clients to attain and maintain their optimum level of functioning and become productive citizens of the society”

The faculty of the Continuing Nursing Unit uphold the mission statement of the nursing services at the Sandilands Rehabilitation Centre which is “To foster optimum, holistic care at all levels of prevention, to the mentally disorder and the aged, in cooperation with other members of the mental health team while promoting motivation, development and productivity of nursing staff.

We believe that in order for nursing and other health care providers to sustain the hospital mission and values and maintain quality service it is imperative that continuing nursing education be perceived as an important learning activity for expanding professional development and the provision of quality health services.

The philosophy of the Continuing Nursing Education Unit evolves from beliefs regarding the individual, health, mental health, mental illness, nursing, nurse, psychiatric/mental health nursing, psychiatric/ mental health nurses, caring, learning, continuing learning, education, nursing education , continuing nursing education , the adult learner, teaching staff/faculty, the teaching/learning environment, competency and research.

---

**The staff of the Continuing Nursing Education Unit believes that:**

**1. The Individual**

- a. is a unique, holistic being reflective of internal (hereditary) and external (cultural) environmental influences.
- b. has basic needs which he/she strives to satisfy and toward which their behavior is directed.
- c. ability to meet basic needs is affected by a variety of factors such as culture, age, health, finances and environment. Unmet basic needs may result in health problems.

**2. Health**

- a. is a state of complete physical, mental, and social wellness, not merely the absence of disease of infirmity (WHO)
- b. is individually perceived on a dynamic wellness-to illness continuum.
- c. is a constantly evolving state towards greater and greater degrees of optimal well-being, physically, mentally, emotionally, socially, environmentally, and spiritually, marked by personal responsibility and the irresistible, persistent impulse towards making positive life-enhancing, life-affirming choices for a richer, rewarding life.

**3. Mental Health**

- a. is the successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity.
- b. is state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life.

- 
- c. is the capacity of individuals within the groups and the environment to interact with one another in ways that promote subjective well-being, optimal development and use of mental abilities (cognitive, affective and relational) and achievement of individual and collective goals consistent with justice.

**4. Mental illness/disorders:**

- a. can have a physiological basis and arise from changes in brain chemistry.
- b. can be treated effectively and persons with these disorders can lead full and productive lives.
- c. can affect anyone no matter what age, economic status, race, or religion.
- d. still carries a stigma that results in fewer mentally ill people accessing services, and frequently leads to discrimination in employment, housing and virtually every other aspect of their lives.

**5. Nursing**

- a. is a caring discipline which assists the individual in his/her response to actual or potential stressors, through application of the nursing process.
- b. is directed towards promoting wellness, restoring optimal health, preventing illness, providing rehabilitation and supporting death with dignity.
- c. extends beyond the health care facility to the community and society as a whole, and views individual health and the environment as closely related.

**6. Nurses:**

- a. should be caring, sympathetic, responsible, and detail oriented. They must be able to direct or supervise others, correctly assess patients' conditions, and determine when consultation is required.
- b. are professionals in the health care field who combine the fine art of caring with scientific skills and knowledge.
- c. work to promote health, prevent disease, and help patients cope with illness.

- 
- d. are advocates and health educators for patients, families and communities.

## **7. Psychiatric/Mental Health Nursing**

- a. is the specialty of nursing that cares for people of all ages with mental illness or mental distress.
- b. is a branch of nursing in which nurse's use psychological therapies, building a therapeutic alliance and promoting a therapeutic environment.

## **8. Psychiatric/Mental Health Nurses:**

- a. must understand that the main tool for working with the mentally ill is the strength of their own personality.
- b. must have good verbal and written communication skills including the ability to listen non-judgmentally and with empathy and understanding
- c. must have positive, flexible attitudes, good problem solving and decision making skills and the ability to work independently and as part of a team.
- d. must be patient's advocates, assist with combating the stigma of mental illness and committed to improving access to and delivery of mental health care to patients.
- e. are important and the job of helping people back to mental health is every bit as valuable as caring for those in any other branch of nursing.

## **9. Caring:**

- a. is an interpersonal process that incorporates nursing and science with art and technology in meeting the human needs.
- b. is at the center of all-successful nursing encounters
- c. as defined by Watson is "a value and an attitude that has to become a will, an intention or a commitment that manifests itself in concrete acts" (1985)



---

## **10. Learning:**

- a.** is an active process in which learners construct new ideas or concepts based upon their current/past knowledge.
- b.** is individual and diversified; as such continuing nursing education must recognize, respect and respond to staff as unique persons and individual learners.
- c.** is influenced by the characteristics of the student, the environment and the instruction.
- d.** is a change in perception, thinking, feeling, and action is demonstrated through behavior.
- e.** should provide the teacher and the learner with the opportunity to test ideas, analyze mistakes, and take risks and foster creativity.
- f.** should promote the development of personal reflection, intellectual inquiry and sound judgment.

## **11. Continued learning**

- a.** is a dynamic life-long process.
- b.** prepares the nurse to meet the challenge of rapid changes in knowledge

## **12. Education**

- a.** is essential to nursing development
- b.** is an ongoing process promoting the development of the total person in intellectual, physical, emotional, social and spiritual aspects.
- c.** for nurses should be value focused, providing guidance for future practice, yet reality based to prepare practitioners for the current health care system.

---

### **13. Nursing education**

- a.** is a formal process which prepares the student to function in the roles of provider of care, manager of care and as a member of the nursing discipline.
- b.** fosters critical thinking, responsibility, accountability and appropriate clinical decision making.
- c.** equips the student with cognitive, affective, and psychomotor competencies integral to professional nursing practice.

### **14. Continuing Nursing Education**

- a.** are programs beyond the basic preparation that are designed to promote and enrich knowledge, improve skills, and develop attitudes for the enhancement of nursing practice, thus improving health care to the public.
- b.** should assist individuals in the continued acquisition of knowledge, the extension of responsibilities, the expansion of interpersonal skills and the improvement of problem solving approaches.
- c.** serves as a viable means of improving the competence of staff with the outcome of improved mental and physical health.
- d.** should include major concerns such as: realization of the health potential of each individual, the quality of life and the understanding of the current health problems of modern society.
- e.** programs , orientation, in-service are essential for assuring initial and continuing staff preparation and competence. Additionally, they facilitate our evolution into a learning organization by assuring that employees grow and change.

---

**15. The adult learner:**

- a. has unique characteristics and specific learning needs, which are influenced by previous life and professional experiences. Hence the learning experiences should be so organized as to reflect an awareness of the previous development of the learner.
  
- b. Is a self-directed individual who integrates experience in a highly individualized fashion

**16. Teaching staff/Faculty:**

- a. are advocates and facilitators of the learning process who assists learners in the process of discovery.
  
- b. should value education and support staff members who seek advanced education.
  
- c. should use multiple methods of instruction (including experiential) and problem solving for adult learners in order to connect concepts to useful knowledge and skills.
  
- d. should participate in all aspects of education, including professional development, role modeling professional behavior, sharing expertise with colleagues, and assisting patients and families in understanding their health status, their care and choices that affect their health.

**17. The teaching/learning environment :**

- a. should be an atmosphere of support, caring, mutual respect and cultural sensitivity
  
- b. should be structured to facilitate free and open interaction between instructor and participant.
  
- c. should provide convenient access to information and learning experiences, using a variety of equipment and settings.

---

## **18. Competency:**

- a.** encompasses more than just a psychomotor skill. It also includes the attributes of knowledge, abilities, skills and attitudes that underline competent performance: (Gonczi et al., 1990: 62).
- b.** based standards offer a basis for judgments to be made about entry to the profession, such as accreditation, registration or enrolment as a nurse. They also provide clear guidelines for judging progression within the role, and as such can be used to make decisions about awards, classifications, promotions and for general staff appraisal purposes.
- c.** ensures that patients are receiving the proper and correct health care
- d.** should be used to establish nursing as a professional entity and to distinguish it from other occupations that are not nursing.
- e.** testing is verification that the employee can perform the task to meet the standards of care, and it should be done upon hiring, prior to completion of orientation and at least annually.

## **19. Research**

- a.** is an integral component of nursing practice and clinical decision making.
- b.** allow nurses to question their practice, find answers and thus implement into their area of expertise.
- c.** is an important tool for the continual development of a relevant body of nursing knowledge.
- d.** generates information from nursing investigations which help define the unique role of nursing as a profession.
- e.** facilitates evaluation of the effectiveness of nurses' practice which may articulate their role in the delivery of health services.

## **20. The Nursing Process**

- a.** is the essential core of practice for the nurse to deliver holistic, patient-focused care.

- 
- b.** is an interactive, problem-solving process. It is systematic and individualized way to achieve outcome of nursing care.
  - c.** is accepted by the nursing profession as a standard for proving ongoing nursing care that is adapted to individual client needs.

## **PURPOSE**

### **The purpose of the Continuing Nursing Education Unit is dual**

- 1.** To facilitate staff in acquiring and enhancing cognitive, affective and psychomotor competencies for effective functioning in the course of delivering healthcare services to clients in hospital and the community.
- 2.** To provide nursing and nursing support staff with up-to-date knowledge and skills in order to promote a learning culture and improve work efficiency and effectiveness.

## **GOALS**

Nurses have been facing role evolution. They are expected to function, not only as competent practitioners, but also as care managers, health educators, client advocates, researchers and change agents. In order to facilitate them and other health care workers in effectively executing these roles, the CNE unit goals are as follows:

- 1.** To provide continuing nursing education programs that are responsive to organization needs and meet competency requirements.
- 2.** To assist nursing and nursing support staff by providing opportunities to learn new concepts, skills and techniques.
- 3.** To develop tailor made education programs to prepare nurses to meet the changing health care needs of their clients
- 4.** To facilitate and maintain competency among all categories and levels of nursing and nursing support staff.
- 5.** To provide opportunities for nurse to access programs through a variety of media and flexible modes of program delivery.

- 
6. To promote evidence based practice to excel the quality of care.
  7. To foster nursing research and evidence based practice within the nursing staff by offering educational programs linked to research and evidence based practice.
  8. To promote the culture of lifelong learning among nurses and other health care workers.
  9. To provide educational opportunities that assist with re-licensure and certification requirements.
  10. To increase the quality of patient care by educating nurses in their role in the nurse specific quality indicators, benchmarking data and best practice guidelines.

## **CNE PROGRAMS**

### **1. TRAINING AND EDUCATIONAL SESSIONS/WORKSHOPS**

There are several standardized workshops that are held for certification, to ensure safety, maintain competency and reinforce knowledge base. These workshops are:

- Basic life Support (BLS)
- Patient Safety
- Nursing Care Process
- Nursing Services Orientation
- Discharge Planning
- Mentorship

#### **Quality Priority areas include:**

- a. Preventing Falls
- b. Preventing Medication Errors
- c. Preventing Decubitus Ulcers

- 
- d. Preventing Nosocomial Infections
  - e. Aggression management:
    - I. Preventing Patient/patient altercations
    - II. Preventing patient/staff altercations

**Other priority areas:**

- Therapeutic milieu (therapeutic environment/milieu therapy)
- Psychiatric Refresher sessions
- Professional assertiveness in the workplace

**2. PRECEPTOR SHIP**

Clinical supervision and assessment of core competencies of the following groups of students and staff:

- a) Interns
- b) Graduates
- c) Contract workers

**3. SPECIALTY TRAINING**

- a. Child and Adolescent Training Programs
- b. Psychiatric Training for---Registered and Trained Clinical Nurses

**4. INTERNATIONAL AFFILIATION**

- a. Clinical supervision of Licensed Practical Nurses (LPN) students from the Carleen Home Health School—Plantation Florida. Students commenced clinical allocation to the Sandilands Rehabilitation Centre (Geriatric Hospital) and the Princess Margaret Hospital in January 2010.
- b. LPN students from the International Institute for Health Care Professionals, Inc. (IIHCP) will commence clinical allocation September 2011

---

## **5. PUBLIC RELATIONS AFFILIATION**

### **a. Primary Prevention Programs**

Mental health Team -1 CNE staff member—lectures on various mental health topics to following:

Police force  
Churches  
Schools

### **b. Education of the public via the following:**

- a. Radio talk shows
- b. Writing and performing skits
- c. Writing of Public Service Announcements for educating the public about the stigma of mental illness.
- d. Newspaper articles/pamphlets

### **c. Chairpersons of various PR committees**

Psychiatric Symposium  
Mental health debate  
Speech competition  
Etc

### **d. Involvement in activities for SRC month (November) of activities**

### **e. Assists with Career and health fairs schools, corporations etc.**

## **6. Development and revision of the following**

- Job descriptions
- Psychiatric curriculum for the training of the Registered Nurse
- Orientation booklet for nursing students
- Death/Sudden death and Emergency Response policy and procedure.

## **7. Committees**

Nursing council examination  
Invigilators for—Renal Nursing Course

## **SCHEDULING OF CNE SESSIONS**

Sessions are scheduled to take place on Monday, Tuesday and Fridays weekly.

## **NEW INITIATIVES FOR 2011**

1. Annual educational needs assessment from all three nursing service areas-so that sessions and programs can be geared toward meeting the specific needs of the individual units/wards.
2. Psychiatric refreshers sessions for the various grade of nursing staff who have completed a post basic psychiatric nursing course five (5) years or more post course. Sessions will commence the week of March 21st beginning in this order:



- 
- a. Senior nursing staff
  - b. Unit managers
  - c. Staff nurses
  - d. Trained clinical nurses
3. Development of the following:
    - a. Orientation booklet for nursing students
    - b. "Preceptors Manual"
    - c. Guidelines for supervision of "international or external" nursing students

### **PROPOSED INITIATIVES**

1. Development of a Nursing Skills Competency Program. In addition to programs that meet the guidelines of CNE, there also needs to be oversight and guidance for programs that teach essential nursing skills.
  - a. Competency assessment for the Nurse Managers:  
Senior Nurse Mangers  
Unit Managers
  - b. Competency assessment for the Nurses
    - i. Psychiatric Registered Nurses
    - ii. Registered nurses
    - iii. Psychiatric Trained Clinical Nurses
    - iv. Nursing Support Staff
  - c. Competency assessment to include assessment of the following areas
    - a. Skills
    - b. Attitudes
    - c. Emotions
2. Develop an orientation booklet for new staff.
3. Preceptor ship Training Course
4. Revitalization of the Mentorship program.
5. Staff Development and Support Program
  1. Sessions geared towards the care giver "Taking care of the care giver"
    - a. Women health issues
      - i. Breast cancer
      - ii. Heart Disease
      - iii. Etc

- 
- b. Men's health issues
    - i. Prostate cancer
    - ii. Hear diseases
    - iii. Etc
  - c. Healthy lifestyles
    - i. Weight management
    - ii. Preventing burnout
    - iii. Conflict resolution
    - iv. Etc

## **2. Peer support group**

Nursing is a stressful and demanding profession and without the utilization of appropriate interventions to deal with stress, many nurses 'burn out'. Peer support utilizes the experiences and skills of fellow workers to provide support and reassurance in times of distress. Support is provided by fellow workers who have the same or similar experiences.

As a society-oriented people, we need other people to relate to and to communicate with. Without this part of our existence, most of us would be unable to deal with the mounting stresses we are subjected to at work and at home. (Goliszek, 1987, cited by Tunnelcliffe & Roy, 1993: 9).

Peer support also promotes cohesiveness, by placing emphasis on staff providing support and solving their own problems. The introduction of peer support programs has been reported to increase staff morale, reduce sick leave and increase satisfaction with management (Robertson & Murdoch, 1992: 2).

6. Continuing Nursing Education “news letter” to highlight the achievements of nursing and support staff .

## **RECOMMENDATIONS**

1. Yearly staff development plans to achieve quality services as well as professional development. Individual development plans are monitored by unit mangers and nursing administration. They also assist in facilitating learning opportunities for them when appropriate.
2. Programs, topics and specialty training are arranged according to the specific needs of individual units. Nursing Unit managers and nursing administration jointly play an important role in planning and implementing these learning activities.
3. Yearly end-of year evaluation of CNE programs—to obtain feed back from participating staff. Evaluation forms are distributed to obtain staff opinions and are used as indicators for future planning direction for CNE programs.

- 
4. To sustain nursing standards, nurses should be required to actively spend time learning and understanding policies as well as applying them in their work areas. Each Nursing Unit/ward should plan review schedules specific to their unit/ward purpose and needs. Any recommendations for policy and improvement issues are shared among nurses in the Nursing Unit Conference or at monthly meetings and then followed up by nursing administration or relevant hospital committees as appropriate.
  5. Competency testing for all nursing and nursing support staff upon hiring, prior to completing orientation and at least annually. Staff could be observed by other designated staff who could be educators, nursing managers. All records of all competency testing should be maintained in employee files. These can be used to assist with staff performance appraisal.

#### Update for 2012

1. The psychiatric refreshers sessions commence on March 31, 2011 for all psychiatric trained senior nursing staff. Sessions were well attended. Some topics presented by Ms. Frazer included the following:
  - a. Self awareness
  - b. Qualities and roles of a psychiatric Nurse
  - c. Therapeutic milieu
  - d. Myths of mental illness
  - e. Defense mechanisms
2. The following documents were developed
  - a. Preceptors manual
  - b. Orientation booklet for new staff
  - c. Orientation booklet for nursing students
  - d. Guidelines for supervision of international or external students
  - e. Guidelines for supervision of students from the College of the Bahamas
  - f. Guidelines for site evaluation of international training institutions
3. Revision of Psychiatric Curriculum (Registered Nurses)for accreditation by the Royal College of nursing (done by B. Frazer and P. Hall)
4. An educational needs assessment was done where area supervisors, unit mangers and other nursing staff identified their specific needs as it related to what topics they would like CNE to include in their presentations. Topics that would benefit both patients and staff. Suggestions included:
  - a. Continuance of present CNE sessions.
  - b. Ward teaching sessions for staff who are unable to attend classroom sessions due to staff shortage
  - c. Personal development sessions such as:
    - i. Anger management
    - ii. Conflict resolution

- 
- iii. Managing your money
  - iv. Male and female health issues
    - 1. Breast Cancer
    - 2. Prostate Cancer

**5. CNE staff Involvement in the following**

- a.** Sessions for clients living in half-way houses coordinated by social services
- b.** Ward enrichment program coordinated by Deputy PNO
- c.** New Staff Orientation –coordinated by CNE
- d.** Customer Service Workshop—Coordinated by Ms. J. Mackey PHA
- e.** PHA projects and ICE program
- f.** Invigilation of Dialysis and Ophthalmology examinations and training of other persons to assist with invigilation
- g.** Child and Adolescent Training Program
- h.** Patient Care Assistant Program
- i.** Sandilands Volunteer program
- j.** Orientation for Clinical Pastoral Education
- k.** Clinical Pastoral Symposium
- l.** Royal Bahamas Police Force—Corporal Training Program
- m.** Careers Fair—PHA and various schools.

**6. CNE Staff involvement in other activities such as:**

- a.** PHA anniversary month of activities
  - i. Fun/ run walk
  - ii. Mini fair
  - iii. Visit to Government House
  - iv. Cultural Show
- b.** SRC month
  - i. Cultural day
  - ii. Family day
- c.** World Mental Health Day
- d.** Governor General Annual Christmas Visit

**7. Site visit and evaluation of the following learning institutions**

- a.** Ruby’s Academy—USA
- b.** Sojourner Douglas College-Nassau Bahamas

Students from the above learning institutions to commence their clinical allocation to the PHA institutions (SRC and PMH) 2012. Also students from the International Institute for Health Care Professionals, Inc. (IIHCP) who were schedule to commence clinical allocation September 2011 will now do same this year 2012.

**8. Carleen Home Health School (CHHS) Carleen Home Health School (Plantation Florida)  
Whose students commenced clinical allocation to the Sandilands Rehabilitation Centre**

---

(Geriatric Hospital) and the Princess Margaret Hospital in January 2010 have also added other groups of students with the following status:

- a. LPN to RN
- b. Generic RN

Both groups of students commenced clinical allocation to the PHA institutions (SRC and PMH) in September 2011.

- 7.** Clinical supervision of the following groups of students from COB
  - a.** Graduates
  - b.** Interns
  - c.** Students on extended allocation

Developed by staff of the Continuing Nursing Education Unit:

Betty Frazer –Senior Nursing Officer

Joey Curry –Nursing Officer 11

Rose Burns-Staff Nurse

Patrice Hall- Staff Nurse