

Refresher Training in Nursing: A Sample Program

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Abstract

Objective: To introduce the preparation of a refresher training program that can be a guide for health professionals.

Methods: Preparations for the establishment of a refresher training program were initiated with literature review. Selection; the study was carried out using two questions that were determined according to the purpose of the study. In selected studies, information, roles of pediatric nurse and application stages of these roles and functions were considered as two criteria. In the light of Process Philosophy in Education, it was designed to create subject contents and prepare the presentation of the program. Taking into account the principles of adult education, it was planned to prepare and present the content of the program.

Results: A total of 64 references including articles, professional books, and thesis were analyzed. Conservation Model and Comfort Theory were chosen to complete the deficiencies in the information obtained. The topics of the training program, consisting eight chapters, were composed of the names of roles and functions. A training booklet was prepared to help trainers and participants. The training program was designed to be presented through group work and mixed technique, in four sessions and to evaluate the outcomes of the training with the achievement of the objectives of the program.

Conclusion: The implementation of refresher training programs is a highly effective method of achieving updating. Our belief is that this refresher course program presented here was it will prove to be an effective guideline for pediatric nurses.

Keywords: nursing; training program; roles and functions; health professions

Refresher Training in Nursing: A Sample Program

It is recognized that refresher training is the most effective way to ensure that nurses, who make up the largest group of healthcare professionals, renew themselves and adapt to rapid change utilizing the best productive resources.

Refresher training in the literature is also referred to with terms such as renewal, updating, development, maturation or re-education and signifies a type of in-house training model that is implemented to provide seasoned employees of an organization with the opportunity to improve their skills in the areas of their occupation (Görmüş & Kahya, 2014; Tan & Koç, 2014; Taşan, 2013). Although today, such courses are set up according to different approaches, in public institutions, they are implemented in a systematic program that is in line with generally accepted principles.

The systematic approach to training encompasses the steps of analyzing educational needs by working areas, designing a training program that addresses these needs, planning the

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education and materials, the actual

implementation of the program and its evaluation (Aydın, 2014). The first stage of creating a training program is the consideration of the needs of the group of educators who will be taking part in it and then formulating an appropriate syllabus.

As an adult, a nurse is still prepared to learn useful knowledge and skills that can be immediately put into use in the individual's career to improve competence in solving problems autonomously (Curran, 2014). When it is considered that in later stages of nursing practice, gaps appear in previously acquired training and point to a need for adult education, it can be appreciated that drawing up a training program is a matter that goes beyond the scanning of the current literature and generating more professional skills.

Creating a refresher training program requires adopting a wider perspective regarding any particular case as well as a general outlook on educational philosophy, theory, models and principles that can be guidelines in reaching the goals of healthcare and nursing services. At the same time, the systematic utilization of philosophy, theory, models and principles ensures structure

and discipline in nursing practices and promotes professionalism (Barış, Karabacak & Alpar, 2015). On the other hand, due to reasons such as inadequate knowledge about using theories and models or the lack of access to these, it can be seen that clinical nurses and nurse educators' use of models, theories and concepts is unsatisfactory (İnan Şengün, Üstün, & Bademli, 2013).

At State hospitals in Northern Cyprus, unspecialized nurses and nurses with experience in many different areas work together in pediatric units (Türkiye Sağlık Bakanlığı Değerlendirme Heyeti, 2010). Under these circumstances and as a result of a prevalent work-focused approach and the lack of adequate specialization, there are gaps in training. It is also known that the uncertain boundaries of the roles of nurses and the insufficient knowledge of what these roles encompass are sources of stress for pediatric patients and their families (Coyne, 2015).

To achieve quality care for sick children, it is important in terms of accomplishing successful healthcare services and ensuring that nurses provide the best care, that priority be given to setting up refresher courses that will fill up the gaps in the scope of knowledge of pediatric nurses (Essani & Ali, 2011; Delamaire & Lafortune, 2010; Freed et al., 2010). Preparing and implementing a refresher course for nurses in the pediatric units that will provide the support of philosophies, theories, concepts and models may address the needs of nurses in their professional lives and give them the opportunity to acquire the desired training.

This study introduces the preparation of a renewal education program supported by philosophy, theory, concept, and model.

Method

Literature Review

The refresher training program was developed by scanning 64 sources in Turkish and English, including the studies of 17 years in 2016 and before. In order to find relevant information for the purpose of study, electronic, professional books and thesis search, "What are the roles and functions of child nurses? Furthermore "what are the implementation phases of the roles and functions of child nursing?"

Data Extraction and Management

In the selection of the studies and reviewing the necessary information; two criteria were considered as the application stages of the roles and functions and implementation phase of the

pediatric nurse. It was thought that nurse theorists could be used to complete the deficiencies in the information obtained.

Creation of program content

It was designed to utilize Whitehead's Process Philosophy in Education, which is considered to help to ensure the integrity and systematic regulation of the creation and development of subject content. In addition, it was planned to prepare a training booklet that could be the main source covering all the subject contents and activities of the training.

Preparation of the presentation of the program content

Face-to-face and mixed technique presentation (lecture, question and answer, discussion, brainstorming, group discussion, etc.), warm-up, recalling the previous topic, summarizing, introduction, main section, ending and summarizing, and presentation of the training according to the principles of adult education and evaluation of the outcomes of the training to the objectives of the program It has been planned. Ethics committee permission was not required because the study did not include research subjects.

Results

Findings obtained in the study were given under three main headings as the findings obtained through literature review, preparation of renewal training program and preparation of presentation of program content.

Findings obtained by literature review

Sources obtained from screening; Turkish Medical Index, PubMed, DOAJ, Emerging Sources Citation Index, CrossRef, EBSCO, CINAHL, Index of Turkish Education, Scopus, EMBASE / Excerpta Medical, Index Copernicus databases were limited to the study of pediatric nurses working in the hospital environment and removal of recurring articles. In addition, professional books and theses were searched about the research topic. A total of 64 sources including 35 articles, 27 professional books and 2 unpublished dissertations, such as reviews, original research and brief reports, were accepted for the preparation of training programs (Table 1).

In selected studies, information were analyzed under two topics; determination of roles and functions related to the study, as well as determining the stages of their implementation.

From the information obtained; pediatric nurse was found that there 12 roles and functions called caregivers and health protectors, educators and investigators, counselors, advocates and decision makers, comforters, rehabilitators, communicators and collaborators, managers and coordinators.

Although the definition of all of the roles and functions determined by the literature search was reached, no other data were needed for the relaxing role and the health-protective role. Levine's Protection Conservation Model (Tomey & Alligood, 1998; Mefford & Alligood, 2011) and Kolcaba's "Dimensions of Comfort Theory" (Karabacak & Acaroğlu, 2011; Çırlak & Erdemir, 2013; Kolcaba & DiMarco, 2005), which have similar names with these roles, were chosen to complete the data gaps in this situation. The use of the selected model and theory for Relaxing and Health-protective roles is shown in Table 2.

In addition to the philosophy, theories, models and principles related to nursing and education, nursing process (Çavuşoğlu, 2013) Definitions that could help the renewal training program consisting of explanations such as family-centered care approach (Erdeve, 2009), therapeutic communication method (Akdoğan & Ceylan, 2011), case management approach (Erkuş, 2010), aiming to define the application stages of the roles and functions of pediatric nurses.

Renovation Creating and developing the training program

The training program started with writing objectives. Through this training, nurses; to understand the importance of roles in each session, to define role definitions, to express concepts, principles, theories and models in the subject, to count the stages or processes of roles in order. In addition to these, it was aimed to match their professional lives with examples of nursing intervention and to realize that they could apply each step of the role stages in the work environments through discussions in the form of case studies and case examples.

A total of eight titles and sub-headings, consisting of the names of the identified roles, were created to achieve these goals. In the determination of the topics as eight, the classifications on the scale of Yüzer and et al. (2008) were used (Yüzer, Alıcı, & Yiğit, 2008). In order to constitute and develop the subject contents, the Whitehead 'Process Philosophy in Education' program of the renewal training program was used in order for nurses to follow them step by step and to realize application integrity.

The Articles that used from Whitehead's 'Philosophy of Process in Education' (Whitehead, 2008) are: 1). Instead of knowledge that is stable and needs to be memorized, a small number of subjects should be selected to provide full and good instruction. 2). Make education useful for the learner. 3). the combination of up-to-date capture and experience is important in education. 4). Let the student taste the discovery and invention pleasure from the beginning of the education. 5). each theoretical education should always have a process for the application, 6). A way of equipping the student with age-appropriate knowledge and skills should be sought. 7). Education should always guide the learner in terms of understanding life. In the light of these substances; taking into account the characteristics of adult education (Metem, Ertuğrul & Uludağ, 2015), the use of visual and audio materials such as video, slides, caricatures, photographs, which may attract the attention of nurses, and warm-up techniques, plain expression, question-answer, case discussion, group discussion, story reading, brainstorming methods were used. The refresher training program was designed to be presented in four sessions as shown in Table 3.

A training booklet covering all subjects was created in accordance with expert opinions and suggestions. The booklet was accepted as the main resource to help the training program to be easily implemented by educational nurses. The configuration style with the booklet was preferred considering that it will provide convenience to the instructor who will implement the program, eliminate the uncertainty about the application and clarify the flow. The booklet was published (International Standard Book Number: 978-9963-267-10-1) at a local publishing house called *Işık Kitabevi*, so that every instructor and nurse who would like to benefit from the booklet could access it.

Preparation of the presentation of the content of the renewal training program

It was designed to present the content of the program twice a week, in four sessions, each session lasting 80-100 minutes, under the supervision of a consultant and by a specialist in pediatric nursing and educational sciences. Training sessions were planned as warm-up, reminding and summarizing the previous topic, introduction, main section, ending and summarizing.

As a result of the presentation of the content, it was planned that the training program will be evaluated by verbal and written questions. The designed training program was implemented in

2017 (Bahçeci & Çelebioğlu, 2017). However, this research has been done since it is considered that a renewal training program can be prepared to share the details of the preparation and content presentation preparation before the preparation, since it can help the trainers to prepare more effective refresher training for nurses.

Discussion

The program discussed in this article has shown that nurses' needs were adequately addressed and that the gaps existing in nurses' knowledge about the roles and functions of pediatric nursing were fulfilled to a large extent.

In general, the implemented program, in keeping with principles of adult education, proved to be adequate, flexible, dynamic, step-by-step and process-result focused and resulted in minimum absenteeism, both of these factors regarded as among the strengths of the course. Parallel to the results of similar studies in the literature (Curran, 2014; Barış and et al., 2015; İnan and et al, 2013; Mete, and et al., 2015), it can be said that this program, supported by theories, philosophies and principles, was more effective than traditional programs. The positive impact of the program on the participating nurses is clearly evident.

When the findings related to the planning and preparations of the program are reviewed, however, it can be seen that in the transition into the implementation of the course, care was not given to the physical conditions in the learning environment although adequate time and effort was put into the planning and preparation. This may have been because no changes could be made from the single-classroom facilities the hospital administration allocated to the program.

Consulting with experts and advisors during the preparation stage of the program may help to encourage these experts and advisors to more easily internalize it and to exhibit more of a collaborative approach to the course in its later stages.

In addition, the program booklet, which is accepted as the main resource of the course as an aid in its implementation, will facilitate the instructor's task and also provide nurses with the opportunity to review and study the topics as needed during and after the training.

The use of audio-visual materials, a mixed methodology and techniques contributed to filling up the gaps of knowledge the nurses had, making the content more concrete for them, and accomplished the task of improving the level of training to the desired level. Previous studies

(Görmüş & Kahya, 2014; Taşan, 2013; Essani & Ali, 2011; Montgomery and et al., 2016) have also reported similar outcomes.

The key point in a goal-focused evaluation is productivity and educational gains are the benchmarks that are used in measuring the impact of a program in terms of goals. The finding in this study that the implementation of the refresher course program had fulfilled the designated goals suggests that this training for nurses is productive and also effective. At the same time, the positive impact of this training program on nurses has been statistically proven in a previous study in which the program analyzed here was explored (Bahçeci & Çelebioğlu, 2017).

Conclusion

The preparation and implementation of the refresher course program taken up in this study in the light of philosophies, theories, concepts and models addressed the adult needs of nurses and helped them to receive the desired training. This experimental report has introduced a training program that will provide guidelines for nurse educators, along with the procedures for its implementation.

The booklet prepared for this purpose presents the philosophies, theories, concepts and models that can be implemented whenever necessary during the program and is required material for the program to be successful. The results of the evaluation of the program lead us to say that the program is in general quite successful. Comments regarding the program have indicated that it should be expanded to reach and include a wider audience of nurses. It is recommended that nurse educators working in different areas make this program a part of their inhouse training activities and use it as a guide in their practices.

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Table 1. Distribution of selected journals, publishers and thesis by date (N = 64)

Date	Journal	Date	Book and thesis
1999	Cumhuriyet Uni. Journal of Nursing academy	1997	Mosby dedicated to publishing
2003	Atatürk Uni. Journal of Nursing academy	1998	Aydoğdu offset
2004	nursing science quarterly	2000	Hacettepe Uni. publishing
	Atatürk Uni. Journal of Nursing academy	2002	Ankara Uni. Social Sciences Institute (PhD thesis)
2006	Hacettepe Uni. Journal of Nursing academy	2004	company of Hatipoğlu publishing
	Cumhuriyet Uni. Journal of Nursing academy		company of Alfa publishing
	Kocaeli Uni. journal of Firat Health Care	2005	Palme ofset
	Journal of Pediatrics		Güneş book store
	Journal of Health Sciences		
2007	Atatürk Uni. journal of Nursing Academy		Sistem ofset
	İstanbul Uni. Journal of Nursing Academy	2006	Detay publishing
	Journal of Medical Ethics		Hürbilek printing
	Journal of Nursing sciences	2007	Saunders Elsevier Inc.
2009	journal Turk oncology		Dora publishing
	journal of Gülhane Medical	2008	company of Etki printing
	Maltepe Uni. journal of art and science		Sistem ofset
	international Journal of Educational Sciences	2009	Çukurova Uni. Health Sciences institute (PhD thesis)
	acıbadem journal of nursing		
2010	Osmangazi Journal of Medicine	2010	Anı publishing
	Ege Uni. journal of Nursing Academy		
	Anadolu journal of nursing and Health Sciences		Anadolu Uni. publishing
	Maltepe Uni. journal of nursing art and science	2011	nobel Tıp book store
2011	journal of Vocational Colleges		Seçkin publishing
	journal of Firat medicine		
	journal of Dicle Medicine		
2012	İstanbul Uni. Journal of Nursing Academy		Pearson Education, Inc.
	Journal of Education and Research in nursing		Ares Book and publishing
2013	journal of Anadolu nursing and health	2012	Hacettepe university press
	Marmara Uni. journal of Faculty of Health Sciences		Cengage Delmar Learning
	health affairs		Wolters Kluwer
2014	pediatric nursing		Anadolu University publishing
	Journal of Pediatric Nursing		
2015	Pain Management Nursing	2013	Alternatif Publishing Group
	clinics in Turkey pediatric nursing		Academician Publishing
2016	journal of Cumhuriyet nursing	2016	Wolters Kluwer

Table 2. Use of model and theory in relaxing and health-protecting roles

Model, theory	Adapted role	Use of theory, model for role
Protection model	protective role	1. making evaluations about health and health behaviors; 2. creating a plan for the protection of health because of evaluations; 3. intervention to protect and improve health; 4. evaluating the effectiveness of the intervention, protection of the substances
Each step of the protection model principles was adopted to be used as each of the implementation stages of the "Health Protective Role" respectively.		
Theory of comfort	relaxing role	1. physical comfort dimension; 2. psychospiritual comfort dimension; 3. environmental comfort dimension; 4. sociocultural comfort dimension
To implement the "comforting role," it was accepted that the comforting role could be applied in line with the information obtained because of determining the needs of the sick child according to each dimension of Comfort theory.		

Table 3. According to the Sessions of the Refresher Training Program

Session I	
1. Caregiver and protector of health roles	Describing the caregiving role of the pediatric nurse, defining the steps in the nursing process, describing the role of protector of health, Myra Levine's principles of conservation, the steps in implementing the role of health-protector
2. Counselor role	Describing the counselor role, types of counseling, processes of counseling
Session II	
3. Educator and researcher roles	Describing the role of educator, steps in implementing the role of educator, describing the role of researcher, steps in the research process.
4. Comforter role	Describing the role of comforter, Kolcaba's theory of comfort, steps in implementing role of comforter, examples of nursing interventions related to the role of comforter
Session III	
5. Patient advocate and decision-maker roles	Describing the role of patient advocate, process of advocacy, role of decision-maker, process of decision-making, case sample
6. Rehabilitator role	Describing the role of rehabilitator, steps in implementing the role of rehabilitator, examples of nursing diagnostics and interventions related to implementing the role of rehabilitator
Session IV	
7. Communicator and collaborator roles	Describing the role of communicator, therapeutic communication, steps in therapeutic communication, describing role of collaborator, family-centered care, process of structuring collaboration, case sample
8. Administrator and coordinator roles	Describing the role of administrator and coordinator, case management, process of case management