

Western University

Scholarship@Western

Africa Western Collaborations Day 2020
Abstracts

Africa Western Collaborations Day

2020

Nurses' and Nurse Educator's Experiences of Applying Knowledge and Skills to Clinical and Academic Settings in Rwanda after Participating as Learners in Paediatric Nursing Continuing Professional Development Program

Amy Olson

Western University, aolson8@uwo.ca

Yolanda Babenko-Mould

The University of Western Ontario, ybabenko@uwo.ca

Donatilla Mukamana

University of Rwanda

Follow this and additional works at: https://ir.lib.uwo.ca/awc_abstracts



Part of the [Nursing Commons](#)

Citation of this paper:

Olson, Amy; Babenko-Mould, Yolanda; and Mukamana, Donatilla, "Nurses' and Nurse Educator's Experiences of Applying Knowledge and Skills to Clinical and Academic Settings in Rwanda after Participating as Learners in Paediatric Nursing Continuing Professional Development Program" (2020). *Africa Western Collaborations Day 2020 Abstracts*. 12.

https://ir.lib.uwo.ca/awc_abstracts/12

Abstract for AWC Day 2020: Nurturing Excellence by Advancing Academic Diversity

Title: Nurses' and Nurse Educator's Experiences of Applying Knowledge and Skills to Clinical and Academic Settings in Rwanda after Participating as Learners in a Pediatric Nursing Continuing Professional Development Program

Presenter and Author:

Amy Olson, RN, MScN Student, Arthur Labatt Family School of Nursing, Western University

Co-Authors:

Dr. Yolanda Babenko-Mould, RN, Associate Professor and Associate Director, Graduate Programs, Arthur Labatt Family School of Nursing, Western University

Dr. Donatilla Mukamana, RN, Professor, University of Rwanda, College of Medicine and Health Sciences, Schools of Nursing and Midwifery

Abstract for AWC Day 2020: Nurturing Excellence by Advancing Academic Diversity

Background and Significance

Excellence in pediatric nursing education and practice can ultimately significantly impact child health globally (Hockenberry, Mulemba, Nedege, Madumetse, & Higgins, 2020). Highly educated pediatric nurses form a strong foundation for healthcare systems globally (Nzinga, McKnight, Jepkosgei, & English, 2019; Opiyo & English, 2015). Yet, in countries defined as low-income by the World Bank (2020), implementation of quality health care services for children can be particularly challenging due to limitations in formal professional development of pediatric knowledge and skills (Hockenberry et al., 2020; Pantoja et al., 2017). Traditional nursing education primarily focuses on educating nurses about adult medicine, however, children require specialized nursing, and nurses caring for children require specialized knowledge and skills (Glasper, 2016; Hogewood, Smith, Etheridge, & Britt, 2015). The greatest contributor to health care is human resources, yet health systems and human resources for health (HRH) remain in crisis due to lack of resources and capacity (Amde, Sanders, & Lehmann, 2014; Ross, Barr, & Stevens, 2013).

Research project and purpose

Recognizing this shortage of formally educated pediatric nurses, a Pediatric Nursing Continuing Professional Development (PNCPPD) program was created and implemented in Kigali, Rwanda, through a partnership project between Canada and Rwanda from 2016-2019. Forty-one Rwandan nurses and nurse educators were educated in pediatric nursing theory and clinical practice through the first offering of this six-month program. Research was conducted to explore the experiences of nurses and nurse educators applying pediatric knowledge and skills in academic and clinical settings after participating as learners in the PNCPPD program. This

interpretive descriptive study involved a purposive sample of fourteen nurses and nurse educators who undertook study in the program. Individual interviews were audio-recorded, and participants responded to semi-structured study questions.

Findings

Initial findings emanating from the study analysis highlight the ways in which the PNCPD program transformed participants' pediatric nursing teaching and practice, including positive changes in pediatric assessment, clinical decision making, and interprofessional collaboration, which were perceived to ultimately positively influence patient care outcomes. Barriers to implementing pediatric nursing knowledge and skills were identified as human resources, materials, and workplace culture, with facilitators including institutional support and internal motivation. Participants also shared ways of scaling up the PNCPD program within the health system to further enhance nurses' abilities to address pediatric health care issues.

Implications

The findings of the study will be beneficial to both academic and practice settings, which can help inform nursing education programs, child health initiatives, and collaborative capacity building projects in health-related fields.

References

- Amde, W. K., Sanders, D., & Lehmann, U. (2014). Building capacity to develop an African teaching platform on health workforce development: A collaborative initiative of universities from four sub Saharan countries. *Human Resources for Health, 12*(1), 1–11. <https://doi.org/10.1186/1478-4491-12-31>
- Glasper, A. (2016). Ensuring the integrity of children’s nursing education. *British Journal of Nursing, 25*(6), 342–343. <https://doi.org/129.100.058.076>
- Hockenberry, M., Mulemba, T., Nedege, A., Madumetse, K., & Higgins, J. (2020). Distance-Based Education for Nurses Caring for Children With Cancer in Sub-Saharan Africa. *Journal of Pediatric Oncology Nursing*. <https://doi.org/10.1177/1043454220938355>
- Hogewood, C., Smith, T., Etheridge, S., & Britt, S. (2015). Clinical boot camp: An innovative simulation experience to prepare nursing students for obstetric and pediatric clinicals. *Nursing Education Perspectives, 36*(6), 410–411. <https://doi.org/10.5480/15-1677>
- Nzinga, J., McKnight, J., Jepkosgei, J., & English, M. (2019). Exploring the space for task shifting to support nursing on neonatal wards in Kenyan public hospitals. *Human Resources for Health, 17*(1), 1–10. <https://doi.org/10.1186/s12960-019-0352-x>
- Opiyo, N., & English, M. (2015). In-service training for health professionals to improve care of seriously ill newborns and children in low-income countries. *Cochrane Database of Systematic Reviews, 2015*(5). <https://doi.org/10.1002/14651858.CD007071.pub3>
- Pantoja, T., Opiyo, N., Lewin, S., Paulsen, E., Ciapponi, A., Wiysonge, C., ... Oxman, A. (2017). Implementation strategies for health systems in low-income countries: an overview of systematic reviews (Review). *Cochrane Database of Systematic Reviews, (9)*. <https://doi.org/10.1002/14651858.CD011086.pub2>.

Ross, K., Barr, J., & Stevens, J. (2013). Mandatory continuing professional development requirements: What does this mean for Australian nurses. *BMC Nursing*, *12*(1).

<https://doi.org/10.1186/1472-6955-12-9>

World Bank. (2020). World Bank country and lending groups. Retrieved from

<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>