

Educating Paediatric Inflammatory Bowel Disease Nurse Specialists: are we doing enough?

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Background

The Clinical Nurse Specialist (CNS) plays a pivotal role in the care of young people with Inflammatory Bowel Disease (IBD) and their families (1,2). It is recognised in the IBD UK Standards (statement 1.16) that all members of the IBD team should be educated to an appropriate level, and have access to professional support (3). Specialist IBD nurses within the UK report higher levels of stress and lower job satisfaction with a lack of training and development opportunities. This ultimately leads to nurses leaving both the speciality and profession (4,5). Specific educational opportunities for PIBD CNS' are limited and they gain most of their education from attending other discipline's educational events, or adult IBD nursing events. The authors are unaware of any formal training specifically for PIBD nurses. Recent discussions within the PIBD CNS Network, highlighted the requirement for paediatric specific education for members.

Objectives

The aim of this study was to analyse the educational opportunities received to date by paediatric IBD (PIBD) CNS' and to identify what the perceived needs are.

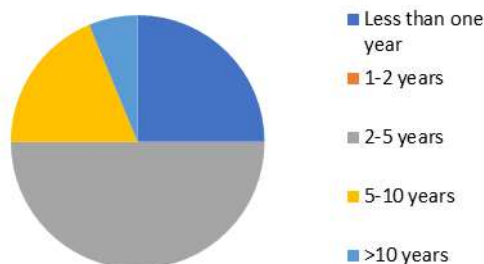
Methods

A steering committee organised a dedicated PIBD nurse education day. Spaces were made available for 23 PIBD CNS'; the UK has approximately 70 in total. Invites were circulated via email.

An online registration and a post-event feedback questionnaire was sent to all delegates.

Results

Figure 1. Number of years delegates in post



All places at the event were filled and there was a waiting list for applicants unable to secure a place. Of the 23 nurses who attended the event, 16 (70%) responded to the registration questionnaire; 12 (75%) of these nurses have been in post for 5 years or less, with 4 (25%) of those, less than a year (Figure 1).

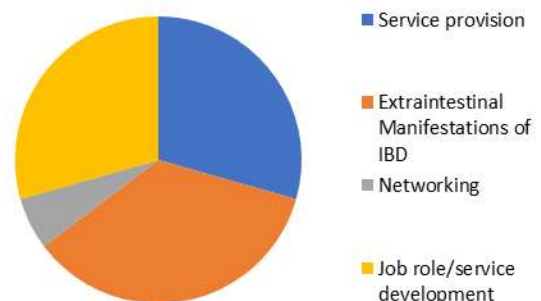
Figure 2. Previous attendance at a dedicated educational event for PIBD



4 responders (25%) stated that they had been to previous paediatric specific education events in the past, of which 2 (50%) of these responders listed the PIBD CNS Network meetings as the prior events (Figure 2).

On analysis of delegate feedback, all speakers scored 75% and above in the excellent category. Verbal responses on the day were encouraging and requests were made for further events of a similar nature. The topics that nurses felt would be helpful at future events were varied (Figure 3).

Figure 3. Topics/skills requested by delegates for future events



Conclusion

This study highlights the interest in specific formal education for PIBD CNS'. It also demonstrates the relatively junior taskforce and therefore invaluable need for greater peer support and education at an appropriate level. Feedback from the day indicated appreciation for both education and networking;

'great opportunity to network'

'sharing ideas and practice has been invaluable'

'loads to take away, feel inspired' 'topics discussed were relevant to my role'

'networking with other PIBD nurses is invaluable'

With a clear lack of specific PIBD nurse events, the need for both education and networking for individuals in these roles has been established. The aim is to now continue these events, commencing with yearly education days.

References

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