Journal of Neonatal Nursing xxx (xxxx) xxx–xxx

Contents lists available at ScienceDirect

Journal of Neonatal Nursing

journal homepage: www.elsevier.com/locate/jnn

Review

Capability in the Postgraduate Certificate neonatal intensive care nurse

Patricia Bromley

School of Health Sciences, College of Health and Medicine, University of Tasmania, 71 Brooker Avenue, Hobart, Tasmania, 7001, Australia

Introduction

This paper concludes a Doctoral research into the concept of Capability[1] in nursing students undertaking the Postgraduate Certificate in Neonatal Intensive Care (PG Cert NIC) conducted in Australia between 2013 and 2017. The paper will summarise the findings from this study by explaining the development of the PG Cert NIC Graduate Attributes and Capability Framework, drawing the reader to the newly identified definition of the Capable Neonatal Nurse. It describes how Capability is considered as an holistic perspective from which to view clinical practice, introducing the reader to the concept of PG Cert NIC Capability Wheel. It explains how the PG Cert NIC Capability Framework and Capability Wheel provide the language with which to talk about and recognise Capability within the PG Cert NIC student. The paper also presents a discussion on potential applications for these outcomes; essentially, how the PG Cert NIC Capability Framework and Capability Wheel can support both student and mentor in the neonatal context in recognising and nurturing Capability, and concludes with recommendations for further research.

Recapitulation of the three stages of the research

The catalyst for the research reported in this study was to identify how nursing students undertaking the PG Cert NIC were assessed and evaluated for *competence* in clinical practice. As the study progressed, however, it was apparent that competence was a very narrow concept and that Capability provided a more accurate description of the desirable attributes. Consequently, the research focus moved from competence to Capability. The aim of this study, therefore, became to explore and define Capability within the context of the Neonatal Intensive Care clinical practice setting, with a view to articulating how Capability is recognised in the PG Cert NIC student. This research used a mixed methods approach with a three-step process, referred to here as Stages 1, 2 and 3, to clarify and contextualise Capability. Throughout this project, as each stage was completed, details of each methodology, data generation, and analyses were published, and is recommended background reading to this paper (Bromley, 2014b, 2015, 2018).

Stage 1 of this research used Nominal Group Technique (NGT) to elicit from experienced neonatal nurses the discipline specific Graduate Attributes (GAs) for the PG Cert NIC (Bromley, 2014b). The PG Cert NIC GAs have been endorsed by the professional body for neonatal nurses in Australia, the Australian College of Neonatal Nurses (ACNN), and available from the ACNN website www.acnn.org.au in their *Resources*.

Stage 2 used the Delphi technique to develop a consensus, from a panel of expert neonatal intensive care nurses, on the requirements to achieve such GAs from the PG Cert NIC student. This process identified 20 Capability Requisites (CRs) which are the foundations to the neonatal students' learning during the 12-month PG Cert NIC course. The expert panel also considered at what point in the 12-month course they would expect the CRs to be evident. These data informed the development of the PG Cert NIC Capability Framework (Bromley, 2015).

Stage 3 used semi-structured interviews with experienced neonatal nurse mentors from clinical practice to determine how Capability is recognised in the PG Cert NIC student. The findings from the interviews identified three underpinning domains of *Professionalism* (problem, solving, analytical thinking, reflective practice), *Interpersonal Interactions* (ethical behaviour, written and verbal communication, interactions with families, patients and colleagues) and *Knowledge and Skill* (recognising incomplete praxis and ongoing learning needs, and time management and setting realistic and achievable goals) (Bromley, 2018). These findings compared well with previous research on Capability (Coetzee, 2014; Scott et al., 2010; Stephenson and Yorke, 2012). Mapping the interacting characteristics of Professionalism, Interpersonal Interactions, and Knowledge and Skill from this study against previous studies, demonstrated their alignment (Bromley, 2018). These parallels with other Capability research validates the concept of Capability in the PG Cert NIC Graduates identified in this research.

Outcomes of the research

Hierarchy to capability (PG Cert NIC)

The results from this research suggests Capability to be a staged process, with a hierarchy to its development in the PG Cert NIC student nurse (Fig. 1). The literature acknowledges competence is most often associated with proficiency in performance of tasks (Bromley, 2014a). This research identified *competence* as an early development of Capability. As the student becomes more *competent* with tasks and skills,

E-mail address: patricia.bromley@utas.edu.au.

[1] Where it specifically refers to the specialist clinical area of Neonatal Intensive Care nursing, this paper will identify this type of Capability with a capital letter 'C'. In all other contexts capability will be identified with a lower case letter 'c'.

https://doi.org/10.1016/j.jnn.2018.05.002
Received 9 March 2018; Received in revised form 15 May 2018; Accepted 15 May 2018
1355-1841/ © 2018 Neonatal Nurses Association. Published by Elsevier Ltd. All rights reserved.

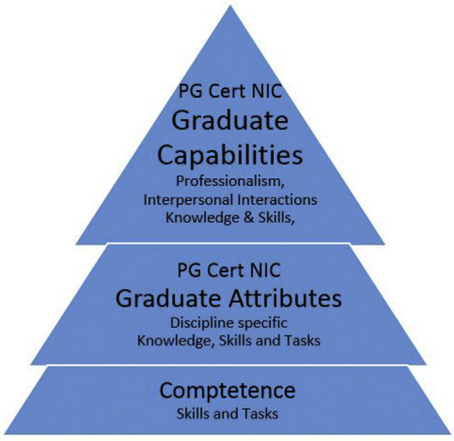

Fig. 1. Hierarchy to capability (PG Cert NIC) (© Bromley).

confidence increases; the student progresses towards the more discipline specific Graduate Attributes. Ultimately, however, in order to function well, the PG Cert NIC student nurse must achieve more than just competence and proficiency in discipline specific knowledge, tasks, and skills. The development of *Professionalism, Interpersonal Interactions,* and *Knowledge & Skill*, signifies Capability in the PG Cert NIC graduate. Understanding this staging will go some way to support NIC educators and mentors to nurture and facilitate Capability development. It also allows the PG Cert NIC student to clarify the expectations within the clinical setting, and develop their own realistic expectations of their developing Capability.

Gears of Capability (PG Cert NIC)

This research identified three domains (*Professionalism, Interpersonal Interactions*, and *Knowledge and Skill*) which underpin Capability (Bromley, 2018). These domains are closely interlinked, like the gears on a wheel where one gear moves another. These *Gears of Capability (PG Cert NIC*) (Fig. 2) direct and power the student towards the development of Capability.

The Capability Wheel (PG Cert NIC)

This study has advanced the understanding of Capability by identifying how mentors recognise developing Capability in the PG Cert NIC student through the application of their knowledge and skill while navigating the complexities of the work context. This is evidenced through verbal and non-verbal behaviours; the mentors interpreted student behaviours within the clinical context, in order to evaluate their abilities in managing the situation, which in turn, informed their ideas of the student's overall Capability for future situations (Bromley, 2018).

The Gears of Capability (PG Cert NIC) and the Capability Framework (PG Cert NIC) can be combined to provide an holistic concept of Capability in the PG Cert NIC nurse. This is represented diagrammatically in the Capability Wheel (PG Cert NIC), powering Capability forward (Fig. 3).

The hub in the Wheel are the Gears of Capability (PG Cert NIC) (Fig. 2) *professionalism, interpersonal interactions, knowledge and skills* (Bromley, 2018). The spokes represent the 20 Capability Requisites from the Capability Framework (PG Cert NIC) (Bromley, 2015). The tyre is the interface with the road, and in this analogy, (where the rubber hits the road) is the student's engagement with practice. Capability, interpreted from student's verbal and nonverbal communications, is recognised through the student's ability to work in familiar and unfamiliar environments, having sound clinical reasoning skills to enable them to problem-solve unfamiliar problems, and have confidence in their clinical decisions. It is also the ability to use such experiences as learning opportunities.

As each part of a wheel is dependent on the other to be functional (straight spokes, well-greased gears, and good rubber on the tyre), so too is each component of the Capability Wheel (PG Cert NIC) dependent on the other. The Capability Wheel moves the NIC nurse forward, along the path of Capability, as a wheel progresses, Capability progresses.

Definition of the Capable Neonatal Nurse

The Capability Framework (PG Cert NIC) and Capability Wheel (PG Cert NIC) *defines and embodies the Capable Neonatal Nurse.* From this extensive and in-depth study, the following Definition of the Capable Neonatal Nurse emerged:

> *The Neonatal Nurse demonstrates Capability through Professionalism (problem solving, analytical thinking), their Interpersonal Interactions (ethical behaviour, presenting and applying information and interactive skills), and their Knowledge and Skills (recognising incomplete praxis and ongoing learning needs, and effective time management). The Capable neonatal nurse can be relied on to work just as well in familiar and unfamiliar environments, with well-developed clinical reasoning skills providing the means to devise novel solutions to unfamiliar problems, has a justified confidence in her or his clinical decision making and is able to learn from success and failure.*

Answering the research question

The overarching research question was *Contextualising Capability: How do we identify and recognise Capability in Registered Nurses undertaking the Postgraduate Certificate in Neonatal Intensive Care?*

This research has shown that mentors are alert to how a student functions within the work environment through such things as how they manage their time, how they manage stress, how they relate to colleagues, the patient and family; and how they measure up to professional expectations of the clinical practice in the Neonatal Intensive Care. The mentors are observant of *cues*, which provide them with information on how the student is faring in clinical practice. The mentors are vigilant to the novice who may be uncertain and shy and lack confidence. Similarly, the mentors are alert to the 'overconfident' student. Both types of student may not recognise when a situation is out of their scope of practice and hence not ask for help when required (Bromley, 2018).

Prior to this study, mentors may not have described this *cue collecting* in the PG Cert NIC student, and the meanings they make from them, as identifying Capability per se. Nevertheless, the aspects recognised as performing well in clinical practice, are similarly identified in the Capability literature. This study provides the evidence that expert and experienced neonatal nurses, who mentor PG Grad Cert NIC students in practice, are in fact appraising Capability.

Potential applications of the research outcomes

There are a number of potential applications for the Capability Framework (PG Cert NIC) and Capability Wheel (PG Cert NIC). By providing a common language with which to talk about Capability, Capability can be more easily recognised, developed, and nurtured. It is important for individuals to be conscious of what the various aspects of the Capability Wheel (PG Cert NIC) mean to them personally, as a student, mentor, or educator. Discussing the various aspects of Capability with colleagues or with students in a mentoring situation, encourages discourse, and raises awareness as to what Capability means to those individuals in that particular context. Furthermore, the Capability Framework and Wheel could become central to a neonatal Capability-driven curriculum, used by both clinicians and academics to bridge the theory-practice gap.

Download English Version:

https://daneshyari.com/en/article/10158834

Download Persian Version:

https://daneshyari.com/article/10158834

Daneshyari.com