

Wound care specialty training method based on patients' demands and its effect evaluation

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Abstract: Objective: to construct a training method of wound nursing specialty based on patients' demands. Methods: A total of 30 first-term wound specialist nurses (all female) from 10 hospitals above Class II in various parts of a province were selected. The wound care center conducted practical training based on patients' demands for wound care. Questionnaires and theoretical operation tests were conducted before and after the training to assess the current situation and needs of participants in wound theory and skill operation, and a specialized training program was formulated. After the theory and skill test was conducted. Results: In the training examination, the qualified rate of specialist nurses' theoretical knowledge and practical skills was 100%, and the qualified rate of thesis defense and case display was 100%. After the training, the scores of wound theory and operation of 30 nurses were significantly higher than those before the training, and the operation of wound care skills were significantly improved, with statistically significant difference ($P < 0.05$). The satisfaction of training nurses to the training content was 97.35%. Improved assessment, measurement, recording of general wounds for clinical caregivers; Conclusion: The wound care training method based on patients' demands in this research can effectively improve nurses' wound care ability, and provide valuable reference for the construction of clinical training base.

1. Introduction

The development of specialized nursing is not only the need of the development of nursing science, but also the need to meet the needs of patients with high quality service. Under the new situation of taking patients' demands as the center, training a skilled professional nurse team and improving the quality of specialized nursing care are the important contents of connotation construction of specialized nursing discipline at the present stage [1]. In order to meet the needs of clinical nurses to provide better services for patients, through the research group's previous research on the wound care needs of regional nurses in training base, on the existing basis, this paper constructed a wound care specialist training method based on patients' demands, and verified this scheme, aiming to further improve the wound care ability of clinical nurses, make high-quality care resources radiate to the region, and provide valuable reference for the construction of training base.

2. Objects and methods

2.1 Training object

A total of 30 first wound specialist nurses from 10 second-level and above hospitals in a certain province were selected, all of whom were female, aged 32 ± 3 years; 14 undergraduates, 5 junior colleges, 4 nurses, and 7 nurses in charge ; Engaged in nursing work for $12 \text{ years} \pm 5$ years; all from the surgical ward.

2.2 Method

The research group has completed the investigation of personal data, wound knowledge, wound care skills self-assessment and wound care training needs in the early stage. The needs of wound care included the need for learning content (10 items) and the need for learning form (8 items). The Likert 5-level scoring method was used, and the scores were respectively assigned as 1 (completely unnecessary) to 5 (completely required). The higher the score was, the stronger the need of nurses would be. The questionnaire was developed after consulting experts on the basis of literature review, and the content validity index was 0.84.

2.2.1 Evaluate the current situation and needs of the trainees

Before the training, according to the modern theory and progress of wound care [2], combined with the growth goal of individual specialty, dual-position ET drafted the wound care theory examination paper, and conducted a unified written examination for the training subjects to evaluate the current situation of their specialty knowledge. Organize workshops on the theme "current state of specialist care" to assess their existing problems and needs.

2.2.2 Training methods

In clinical nursing teaching, the traditional teaching mode should be changed with nurses' needs as the main body, individual training files should be established for each student, individualized teaching plans should be made according to the students' actual situation and needs, and corresponding courses should be set up, so as to focus on patients' demands, thus making clear the learning tasks and objectives.

2.3 Effect evaluation

The wound knowledge theory, dressing changing operation skill and wound skill mastery self-assessment before and after the training were compared. Participants were asked to complete a wound case care using care procedures combined with typical wound information; And the self-made training base satisfaction questionnaire was used to investigate students' satisfaction in training methods, training content, assessment methods, teaching ability and training base management. According to the Likert 5-level scoring system, the scores were then classified as very unsatisfactory, unsatisfactory, average, satisfactory and very satisfactory. A higher score indicates a higher degree of satisfaction.

2.4 Statistical method

SPSS13.5 statistical software was used, and matched data chi-square test was used for statistical analysis, $\alpha = 0.05$.

3. Result

3.1 Student assessment results

In the training and examination, the qualified rate of specialist nurses' theoretical knowledge and practical skills is 100%, and the qualified rate of thesis defense and case display is 100%. All the students have passed the certification of the provincial practice qualification certification Committee of wound specialist nurses and obtained the practice qualification certificate. After the training, all the nurses returned to their original units to continue their work.

3.2 Comparison of theoretical assessment indexes and wound care skills self-evaluation before and after training

The comparison of theoretical assessment indexes and wound care skill self-evaluation before and after training is shown in Table 1.

Table 1: Comparison of theoretical assessment indexes and wound care skills self-evaluation before and after training

Stage	n	Wound basic theory	Dressing changing technology and dressing application	Treatment of common wound problem	Wound care skills mastery self assessment
Before training	30	11.36±3.25	22.57±5.66	52.47±5.21	25.89±8.71
After training	30	18.24±3.32	36.74±6.01	60.22±3.68	50.06±4.38
t		-6.881	-8.832	-7.418	-14.693
P		0.000	0.000	0.000	0.000

3.3 Satisfaction of training nurses on training content

The satisfaction of training nurses to the training content was 97.35%. Improved assessment, measurement, recording of general wounds for clinical caregivers; They were able to correctly select and use a variety of new dressings, and the relevant procedures for wound management and the nursing quality control system were formed in their hospital and departments.

4. Discussion

4.1 The importance of cultivating wound specialist nurses

The number of international ostomists trained independently and overseas in China is small, which makes it difficult to meet the needs of hospitals and patients. The establishment of provincial wound specialist nurses is a supplement to the ET vacancy and fills the vacancy of wound specialist nurses in the province. It has been reported in the literature [3] that the establishment and development of specialist nurses for chronic wounds help to improve the quality of medical care services, save nursing manpower, alleviate the financial burden of patients, and effectively reduce the occurrence of complications, thus playing an active role in the continuing education and clinical teaching for nurses. In view of the urgent need for specialist care in clinic, provincial wound specialist nurses came into being with the work scope set in line with ET to implement care for all kinds of acute and chronic wounds and incontinence, so as to solve the specialist problems in wound and incontinence in clinic.

4.2 Specialist care training programs need to be continually adjusted

Since the specialized nursing training was still in the exploratory stage, we formulated the specialized nursing training plan based on the research results both in China and abroad [4–5], the characteristics and development plan of our wound care center, and the comprehensive goal of focusing on patients' demands in the hospital nursing department. The wound evaluation and treatment process, wound cleaning process, autolytic debridement process, and conservative sharp instrument debridement process were formulated by combining the wet environment healing theory with wound care practice, and using theory to guide and standardize practice, and implemented into each operation link of wound care.

We evaluated the trainees before the training and found that in addition to the common problems such as outdated knowledge structure, the trainees also had common needs such as how to retrieve and screen valuable references, how to write book reports, how to carry out nursing research, and how to write papers. For this reason, we have designed active learning methods such as extended reading reports, case care reports, and complex wound discussion reports, aiming to cultivate and develop everyone's potential and active learning ability. Aims to train scientific research consciousness, research thinking and methods. Through the above way to develop targeted training plan, and according to the actual situation of continuous adjustment, and achieved good training effect.

4.3 Job responsibilities

Job responsibilities should be determined based on the growth of ET and personal working ability. The internationally recognized work functions of ET cannot be mechanically applied to the responsibilities of ET trained by our hospital. Initially, no additional responsibilities were assigned to them. Twenty ET patients underwent clinical experience accumulation and transformation of theoretical knowledge in our department. With the increase of clinical accumulation, he was transferred to the Nursing Department for work study and handover with the director of pressure ulcer quality control of the Nursing Department, and started the trial operation to be responsible for the pressure ulcer quality control of the whole hospital, as well as for the wound care and guidance of the whole hospital. In the process of continuous growth, 20 ET nurses provided knowledge training to nurses in relevant departments of floor-wide ostomy, transferred basic duties of wound care to relieve their own work duties, and endeavored to cooperate with the Nursing Department to open an ostomy clinic.

4.4 Professional development

This study showed that the satisfaction rates of nursing work identity and professional development prospect were significantly improved, but only 68.39% of nurses were satisfied with their work identity and professional development prospect. Education on professional development needs to be further strengthened. A follow-up survey of the work situation and professional development of ostomy therapists in China was conducted in the literature [6], and it was found that ET could be useful in learning, played an important role in the specialist field, and made achievements in specialist care and scientific research, etc.

Due to the short working time of this group of students after graduation, it has not yet produced a certain social effect and popularity, making the students' satisfaction rate with the work identity and professional development prospect is not high. It takes a certain period of practice and accumulation to have a greater change in specialist nurses' work identity and views on professional development.

4.5 Specialist training based on patient demands improves nurses' specialist theoretical and operational practical abilities

The results of this study showed that after theoretical and practical training, the regional nurses' abilities in basic wound theory, dressing change technology and application of commonly used dressings, common wound treatment problems and difficult wound problems and practical operation were significantly improved, and their nursing skills self-assessment for all kinds of wounds was also significantly improved as compared with that before the training. According to the students' self-evaluation results, students can be taught in accordance with their needs, so that in a short time the students can be familiar with the common wound care methods to meet the requirements of clinical and patient requirements.

Literature [7] shows that the theoretical scores and professional skills of nurses have been significantly improved through two months' training of specialized theoretical knowledge and operational skills of wound incontinence, which meets the requirements of training objectives. Regional nurses come from different hospitals, which have short training time and high requirements, and their mastery level of wound nursing related knowledge and skills is uneven. At the same time, according to the actual situation of the students, the mentor helped the students to select wound cases, and each student was asked to write the wound cases. Through a complete process of formulating nursing objectives and nursing measures, and health education, the participants had a more systematic and comprehensive understanding of the wound, improved the ability to correctly evaluate the wound and dressing change, and learned to retrieve the literature.

5. Summary

The wound care specialist training method based on patients' demands can quickly improve the grasp degree of clinical nurses' wound care skills and basic knowledge of wound care in a short period of time, improve the wound evaluation consciousness, communication consciousness and risk consciousness, improve the specialist care level to a certain extent, make up for the deficiencies of professionals (such as ET), and provide high-quality care for patients. However, due to the small number of research subjects in this study, it is still necessary to further expand the research subjects and verify the practicality and effectiveness of this model from the perspective of multi-center cooperation.

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