

The nursing education role of state and territorial nurses associations: Capacitybuilding, re-tooling skills, and expanding vision during crisis management



Stephanie Paulmeno, DNP, MS, RN, NHA, CPH, CCM, CDP

ABSTRACT

Colleges and universities are not the only places where students and graduate nurses receive professional public health and clinical education. State/Territorial Nurses Associations represent nurses who are inactive, retired, licensed, or working within state boundaries. Each Association crafts strategic and educational plans in accordance with internal and external influencing forces; i.e.: the needs of the profession, membership desire, geographic/regional necessities; and emergent/crisis needs that compel rapid re-direction and re-allocation of human and financial resources.

The Connecticut Nurses Association (CNA) laser-focuses on maintaining professional expertise and high nursing competency levels; perhaps because Connecticut is one of only nine states lacking mandatory re-licensure continuing education (CE) requirements (NURSE.com, 2018). CNA's education traditionally addresses clinical skill-building; new research, procedures, and medications, and disease management; scope and practice issues, nursing specialty group topics, leadership training, and expanding students and graduate nurses' legislative acumen.

When crisis situations arose, CNA's education role rapidly adapted to educate nurses about traditional and non-traditional nursing service; how laws and standards of practice were being modified; and how and why practice protocols were being altered. Nurses benefited from multi-venue programs on how to improve public, population, and community health education, which is a nursing imperative requiring cultural-competency and health-disparities awareness; on vitally important self-care, and on leadership/management styles. During the pandemic, CE for capacity-building in "normal" times transitioned to crisis-management education. This required re-tooling to meet clinical and leadership pandemic-education needs of active and inactive nurses, student nurses, experienced nurses, and graduate nurses/APRNs. Programs transitioned from in-person to online and all were free.

Concluding Statement: SNAs provide nurse-education/capacity-building in numerous ways. Nurses at every level can avail themselves of self-education, webinars, teaching, and mentoring opportunities, which expanded the reach and breadth of nurses across Connecticut. We surprised ourselves at what we achieved and how we accomplished it!

BIOGRAPHY

Dr. Paulmeno is President of the Connecticut Nurses Association; Chairman of The Patient is U Foundation, Inc. and CEO of Global Health Systems Consultants, a public health consulting firm she has owned/operated since 2009. She holds a Doctorate in Nursing from Quinnipiac University, Bachelors and Master's degrees in Gerontology, licensure as a nursing home administrator, and has a certificate in Forensic Nursing through the International Association of Forensic Nurses. In response to the COVID-19 pandemic she obtained credentials as a COVID-19 Contact Tracer / telehealth volunteer with the Greenwich Medical Reserve Corps. She is Nationally Board Certified in Public Health, Case Management, and as a Dementia Practitioner. She brings over 53 years of experience and practice as a Registered Professional Nurse in public health, psychiatric nursing and the gamut of long term care. She currently works as a Public Health Nurse/Public Health Promotion Specialist, and a Gerontologist.

She speaks nationally on nursing, pandemics, COVID-19, aging, dementia, health, and mental health & addiction; she discusses health systems/health reform, leadership; disaster planning and care coordination. She has been a speaker, a panelist, a facilitator and a keynote speaker at several conventions and forums.

PUBLICATIONS

1. Baxter, P., et al (2012). Continuing education for primary health care nurse practitioners in Ontario, Canada. *Nurse Education Today* 33(4): 353-357. Doi:10.1016/j.nedt.2012.07.018.Epub2012Aug11
2. Lamintakanen, J. & Kivinen, T., (2012). Continuing Professional Development in Nursing: Does age matter? *Journal of Workplace Learning*, 24(1), 34-47. Doi: <https://doi-org.libraryproxy.quinnipiac.edu/10.1108/13665621211191096>
3. Mathews, J. H. (2012). Role of Professional Organizations in Advocating for the Nursing Profession. *The Online Journal of Issues in Nursing*. Vol. 17, No. 1, Manuscript 3. DOI: 10.3912/OJIN.Vol17No01Man03
4. Nurse.com (n. a.) (2018). Nursing CE requirements by state. NURSE.com. Retrieved from <https://www.nurse.com>.
5. Schneider, A. (2015). Nursing Organizations: The Role They Play in Professional Development. RN.com, AMN Healthcare Inc. Retrieved from <https://www.rn.com/nursing-organizations-the-role-they-play-in-professional-development/>

7th World Nursing and Nursing Care Congress, Webinar | October 08, 2021

Connecticut Nurses Association, United States (Email: spaulmeno47@yahoo.com)

Citation: Stephanie Paulmeno, The nursing education role of state and territorial nurses associations: Capacity building, re-tooling skills, and expanding vision during crisis management, 7th World Nursing and Nursing Care Congress, Webinar | October 08, 2021, 01