

Building expertise: outcomes of a national melanoma nursing education program

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Background

The National Melanoma Nurses Program was funded to embed specialist nurses in multidisciplinary teams to strengthen coordinated, patient-centred care. To support nurses' development, Melanoma Institute Australia and the VCCC Alliance created a tailored multi-modal and multidisciplinary delivered education program to build clinical knowledge, confidence, and capability.



Figure 1: Central Education delivered through program

Aim:

To evaluate satisfaction and perceived impact of the national melanoma nursing education program on clinical confidence and capability.

Methods

An exploratory descriptive design used Likert scales and open-ended questions across event registrations, post-event surveys, and a 12-month mixed-methods survey.

Results

The Education Program (Figure 1) had good engagement, with an average of 20 participants (49%) at each live event. Participants rated each event highly, with post-event evaluations demonstrating consistently high satisfaction and perceived impact (Figure 2).

Open ended survey responses provided insight to how learning from the education program was translated into practice.

Filled a learning gap

4.3

Intention to Change Practice

4.6

New Learning

4.5

Overall Satisfaction

4.9

Strongly Disagree

Strongly Agree

Figure 2: Average Post-event survey ratings (Strongly Disagree, 1 – Strongly Agree, 5)

“[the education] has been invaluable... and this has made the challenge of establishing that role so much more positive”.

NMNP Nurse, 12-month survey

“I came in as a novice... [Education] really empowered me to become specialised.

NMNP Nurse, 12-month survey

12 months ago, I wouldn't have had the knowledge to be able to review these patients and have the confidence to assess and make a differential diagnosis and then present that to a doctor”.

NMNP Nurse, 12-month survey

Conclusions

This tailored education program demonstrated high satisfaction and strong intention to use knowledge gained for practice change among specialist melanoma nurses. Evaluation data demonstrate the importance of targeted specialist education to support nurses to build and apply knowledge as they progress to advanced practice roles

