

NURSING GRAND ROUNDS (NGRS) AND CONTINUING PROFESSIONAL DEVELOPMENT (CPD) OF NURSES

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Abstract--Continuing Professional Development (CPD) enable nurses to continuously updated their knowledge and skill relevant with current evidence based, it also provide an opportunity for nurses to promote their professionalism and eventually improve patient outcome. The aim of this study was to identify relationship of NGR and CPD among nurses. This study used non-experimental study a cross sectional design, 208 nurses was selected using purposive sampling. Inclusion criteria was nurses had attended NGR previously. Results of this study majority of the respondent were female 81.7% (n=170) and male 18.2 % (n=38). Educational background majority Diploma (DIII) Nursing with 60.1% (n=125), Bachelor Degree of Nursing 31.3 % (n= 65). Majority of nurses have their clinical experience 1-10 years 44%. Nurses who participated majority were medical competency with 33.7 % and surgical competency 29.3 %. Nursing Grand Round results were effective 70.2 % Nurse's perceived continuing professional development is good (63%) Data also showed in 2017 nurses who were able to achieve CPD requirement 20 hours per years 72.1 % (n=150) and in 2018 increased to 74% (n=154). Bivariate analysis showed there were significant correlation between NGR and perceive of CPD with p value = 0.000 (p<0.05). Therefore, it is recommended to conduct NGR regularly to enhance CPD achievement and quality and safety of nursing care.

Keywords--Nursing Grand Rounds, Continuing professional development, nurses

I. INTRODUCTION

Continuing professional development (CPD) are mandatory requirement for health care staff especially nurses. CPD enable nurses to continuously updated their knowledge and skill relevant with current evidence based, it also provide an opportunity for nurses to promote their professionalism and eventually improve patient outcome. There were many activities conducted for CPD nurses face to face teaching and on line learning. Ross et al 2013 stated CPD such as Face to face teaching and on line learning. Face to face teaching including seminar, workshop, conference, lecture and mandatory training in workplace. On line learning is one of solution to face some challenges encountered by nurses flexibility time and cost to attend face to face teaching. Nursing grand round (NGR) was one of an American concept based on physician grand rounds as a clinical education technique

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commonly in the medical profession and was first discussed in nursing literature in the 1960s (Mercadante and Ross in High et al. 2016). NGR defined as a strategy to provide nursing education and communication in a lecture format (Armola, Brandeburg dan Tucker, 2019), NGR were regular program designed to update clinical nurses on the latest patient-care issues and best practices (Gibson et al. 2014). NGR is a regular program that providing an opportunity for nurses exposeses with teaching and learning through lecture format current evidence based practice.

Sanglah General Hospital Bali was one of tertiary teaching hospital with 742 beds and one of magnet hospital in Indonesia also referral hospital from eastern provinces such West Nusa Tenggara and East Nusa Tenggara. It also received referral from other countries including Timor Leste. Number of nurses employed was 1013 nurses and 130 midwives in 2019, majority of nurses had Diploma III qualification 61.9 % and 20.3 % had bachelor degree. As part of sister hospital program with Royal Darwin Hospital, clinical nurse educator (CNE) was introduced from initially six CNEs became twelve CNEs dedicated to support nurses and midwives at Sanglah Hospital. Brown et al. 2013 stated that partnership between two institutions will provide benefit in a longterm including capacity building, shared best practices and building relationship and networking among two nations. CNEs at Sanglah were mentored and supported by CNEs from Royal Darwin. Prior the sister hospital program there was no requirement for continuing professional development among nurses, there was no CPD record or nursing portofolio. CNEs at Sanglah introduced grand rounds at the hospital named nursing grand round (NGR) and nursing portfolio to record nurses CPD for one year.

NGRs have been developed since August 2016 designed and organised by clinical nurse educator (CNEs). They developed their program for NGR topic and presenter each year. NGR has been covered many topics and provided opportunity for various health profession background to present at this session. The format of NGR program was a one until two hours presentation that was offered at lunchtime at a centralized location. NGR flyer was distributed through all unit in hospital. The purpose of NGRs was to provide Sanglah's nurses opportunity to enhance with continous profesional development. Presenter at NGRs mostly nurses, however other professional doctors, allied health are wellcome to join. Presenter who joined the NGR will provided certificate as presenter for their CPD evidence. Nurses who came to NGR will be documented in the nursing portofolio. Nursing portfolio was evidence record nurse's continous professional development that standard required nurses to achieve twenty (20) hours CPD per year. After the implementation of NGRs from 2016 until 2018 number of NGRs was implemented at Sanglah General Hospital, all nurses were invited to attend the session. Attendance was not mandatory, majority staff recognise from flyer that distributed to each ward and also via whatsapp group

II. METHODOLOGY

This is non-experimental study used a cross sectional design. The aim of this study was to investigate the NGR and perceived CPD among nurses in hospital. The following question guided this study were:

1. What are nurses perception of NGR implementation and CPD in hospital
2. Is there any relationship between NGR and CPD of nurses in hospital

The sample was selected using purposive sampling from nurses who had attended the nursing grand rounds are required to complete a self-administered questionnaires. The data were collected consist of

demographic data (age, sex, working experiences, area of nursing competency). NGR questionnaires using four likert scale and nurse's perceived of continuing profesional development using Guttman scale. NGR questionnaire had been tested for validity and reliability results of cronbach alpha 0.890. All respondents who involved in the research had signed informed consent. This study was conducted in September 2018 in Sanglah General Hospital

Data Analysis

Univariate analysis was employed to describe the characteristic of respondents including sex, education background, working experiences and competency area and evaluation of NGRs , perceived CPD implementation at Sanglah General Hospital. Bivariate analysis using spearman rho to analyze relationship of NGR and CPD.

III. RESULTS

This study showed from the total of 208 responden who participated in this research majority of the responden were female 81.7% (n=170) and male 18.2 % (n=38). Educational background majority Diploma (DIII) Nursing 60.1% (n=125), Bachelor Degree of Nursing 31.3 % (n= 65), others were Diploma (DIII) midwifery and Diploma (DIV) Nursing 6.7% (14) and 1 % (n=2) respectively

Table 1: Working Experiences

Years of Working Experiences	Frequency	Percentage
1-10 years	92	44.2%
11-20 years	61	29.3%
21-30 years	43	20.7%
31-40 years	12	5.8%
Total	208	100%

Data showed in table 1, majority of nurses have their clinical experience 1-10 years 44%.

Table 2 : Nurse's area competency

Competency Area	Frequency	Percentage
Medical	70	33.7%
Surgical	61	29.3%
Emergency	30	14.4 %
Paediatrics	26	12.5%
Midwifery	14	6.7%
Neurology	4	1.9%
Critical Care	2	1 %
Oncology	1	0.5%
Total	208	100%

Nurses who participated majority were medical and surgical area competency 33.7 % and 29.3 % respectively as shown in table 2

Majority of nurses 'perception of Nursing Grand Round were effective 70.2 % and only 29.8% nurses perceive NGR was not effective. Nurse's perceived continuing professional development is good (63%) and 37% acknowledged deficient. Data also showed in 2017 nurses who were able to achieve CPD requirement 20 hours per years 72.1 % (n=150) and in 2018 increased to 74% (n=154). 27.8% (n=58) nurses unable to fulfil twenty hours mandatory CPD requirement per year in 2017 and 26 % (n=54) in 2018.

Relationship between NGR and CPD

Bivariate analysis showed there were significant correlation between NGR and perceive of CPD with p value = 0.000 ($p < 0.05$). Data showed coefficient correlation 0.298 mean positive correlation between NGR and CPD.

IV. DISCUSSION

This study found NGRs was effective implemented in hospital 70.2 % and CPD perceived by nurses is good 63%. Study also showed there were significant correlation between NGR and perceive of CPD with p value = 0.000 ($p < 0.05$). This study supported study by Gibson et al. 2014 that almost 99% nurses agreed with implementation NGRs in hospital. Armola, Brudenberg, and Tucker (2010) study showed NGRs in one of tertiary teaching hospital successfully resulted in high attendance of staff nurses and a presentation from bedside nurses had enhanced professional development, excellent practice building new knowledge, innovation and improvements. Odedra and Hitchcock study of NGR in one of large teaching hospital in United Kingdom result of NGR evaluation almost 59% (n=37) nurses strongly agree with NGR and 95 % recognized that information presented in NGR was appropriate. NGR was one of many education format to support nurses to participate in continuing education. Ross et al. (2013) stated in contemporary society that changes inevitable due to new health issues, technology development, increasing health care costs therefore health care professional required to enhance their professional development through CPD. CPD enable them become aware of their nursing profession. The introduction requirement of CPD in Indonesian nursing profession context was one purposed of development of NGR. NGR was developed from nurses to nurses without any additional cost or free. Despite the fact that many seminar or workshop available in Indonesia where nurses had to pay to get their certificate. Ross et al. (2013) stated although many educational available there were still some barrier associated with CPD including personal factors, including cost, nurses in remote area, and other factor with content or relevant clinical learning. NGR is quite effective to provide an access for continuing education in clinical setting and eventually supported of CPD requirement. Gibson et al. 2014 stated barrier of NGR are including the speaker availability, length of presentation and frequency of NGRs presentation, topics based on clinical nurse's request. Most nurses are more favoured to attend NGRs presentation close at their units rather than going to other unit although at the same location in the hospital. Therefore, NGR not only can be located in large central area where hundreds of nurses can join but also can be move to unit or department where some nurses also can attend the session without leaving their patients for so long.. Indonesian nurses comprise of large of number of health care professional, with new regulation such mandatory CPD, NGR had significant impact for CPD achievement among nurses in Indonesia. The challenge now is to ensure barriers for NGR successful developed in each institution was

appropriate topics and allocated time and location hence more nurses able to access NGR and become enthusiastic to join the session. It also the role of clinical nurse educator (CNE) into Indonesian context become more evident. This study has some limitation including whether NGR effective to enhance nurse's knowledge, and any changing nurses' practice in clinical practice.

V. CONCLUSION AND RECOMMENDATION

This paper present evaluation of NGR in large teaching hospital in Indonesia, whilst many nurses still have a problems to upadate their knowledge such educational access and personal factors to achieve mandatory CPD requirement. NGR implementation had positive correlation to support CPD of nurses. There still need further study to implement NGR into some other hospital in Indonesia with variety of learning styles, and conduct an evaluation in terms of increasing knowledge and skills among nurses. It also further effectiveness to change practice of nurses in clinical setting.

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