

TRAINING PROGRAMME FOR NEWLY JOINED NURSES: A BEST PRACTICE IN A TERTIARY CARE HOSPITAL – AN EVALUATION

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ABSTRACT

Several studies have been conducted to examine the role of nursing within the health care system. Good hospitals are known for their success in attracting and retaining nurses. It has been found that higher nurse staffing levels are related to lower patient mortality and increased patient satisfaction. Results of the survey from over 10,000 bedside nurses, in conjunction with hospital discharge abstracts of surgical patients, found that over 40% of the nurse respondents, who averaged 10 years of experience, reported high job dissatisfaction and emotional exhaustion or burnout. Today there are many nursing schools in India which are not attached to a hospital, which can impair acquisition of clinical skills. To overcome this drawback in respect of newly joined nurses, a special training program becomes essential. The selected hospital has started a timely initiative in Nursing care management by introducing a training program for all newly joined nurses in order to improve their efficiency. This programme is conducted regularly in the first week of every month for all newly joined nursing staff. It includes Hospital information, policies of nursing service department, vital signs monitoring, bio-medical waste management, ryles tube insertion, catheter care, records/reports, injection administration, intravenous infusion, patient’s personal care, intake-output chart, random blood sugar test. This paper presents the results of evaluation of this training programme

Keywords: *Nurse staffing levels, patient mortality, job dissatisfaction and emotional exhaustion or burnout.*

Introduction

Human resources are the lifeblood of any organization. Training plays a significant role in human resource development. Only through trained & efficient employees, can an organization achieve its objectives.

Developing an effective employee training program is vital to the long-term success of any business. Training programs provide multiple benefits for employees and the company, but only if they are carefully planned and properly implemented. Clear understanding of policies, job functions, goals and company philosophy lead to an increase in motivation, morale and productivity for employees, and higher profits for the business house.

Nurses are a vital resource in a hospital as they are completely involved with patient care. Their duty and responsibility in relation to quality of service, management capability, problem solving and team work constitute vital components for the smooth functioning of the health care institutions. Hence their knowledge, skill and attitude need to be developed for better performance. Continuing education & training of nurses is also necessary for competency, skill maintenance and growth, patient safety and professional satisfaction.

Review of Literature

Marie Downes^[1] has listed certain factors which retard the development of students' clinical skills. Nursing students' supernumerary status is part of the problem. Initially, staff interpreted this as meaning that the students were there only to observe and the wards were cluttered with nursing students simply standing around. Eventually, the bored students wandered off to the library with the staff nurses' blessing. Changing attitudes and philosophies have rightly given patients more control over their own care. But many refuse nursing students the chance to practice skills on them, even under the direct supervision of a staff nurse. This means that students miss out on a chance to administer injections and suppositories, remove stitches and catheterise patients.

Susan and Rose (2009)^[2] mention in an article that although newly licensed nurses have achieved the legal and professional requirements of minimal competence to enter practice, studies indicate that many new nurses lack the clinical skills and judgment needed to provide safe & competent practice. New graduates express concerns about their ability to provide safe patient care and meet the performance expectations of the organizations that employ them.

Tony Paterniti^[3] says their ability to combine theory and practice makes nurse preceptors invaluable educators of newly graduated nurses who are transitioning from the classroom to the hospital room. The importance of nurse preceptors in helping to educate new nurses cannot be overemphasized. They mentor new nurses and help them visualize the range of roles they will perform in a variety of clinical settings. The nurse preceptor's academic training provides the theoretical foundation, while practical experiences at the bedside translate theory into action. Nurse preceptors are charged with translating this combined knowledge into a format that makes sense to new nurses⁽¹³⁾

Objective of the Study

To evaluate the effectiveness of the training programme for newly joined staff nurses in terms of knowledge and skill in a selected Hospital.

Research Methodology

The study was conducted using a Descriptive Research Design. The population consisted of two batches of nurses who had undergone skill training program in the selected hospital. Sample consisted of 40 staff nurses. The sample was constructed by selecting the nurses who had completed the skill training within the past one year. The tool adopted for the data collection was questionnaire coupled with personal interview. The questionnaire consisted of 24 close - ended questions, which were evaluated using a 4 point rating scale. Same questions were used for the assessment before training and after training. The collected data was analyzed through descriptive analytical methods like - Mean, \pm S D, Mean [%]. The effectiveness of training was evaluated using paired t test.

Section 1: Demographic characteristics of nurses

Total respondents were 40 numbers in the age group of 20-25 years. The respondents were in the time duration of one year after training programme. Further, the data regarding years of experience shows that majority of them (82.5%) were with 0-1year of experience. 10% of the respondents were with no experience at all and (5%) were with 1 to 5 years of experience and (2.5%) with above 5 years of experience. From the 40 respondents only one (2.5%) was male and 39 of them (97.5%) were females. It was found that all 40 nurses (100%) were unmarried. Educational qualification is worth mentioning. All 40 nurses were B. Sc nurses

Section 2: Comparison of knowledge & skills before and training programme

2.1 Assessment and comparison of knowledge before and after training Programme

This section deals with assessment of knowledge level among nurses.

Assessment is done based on mean Standard Deviation, percentage & average mean. Assessment of knowledge is done based on the categories indicated below:

0 – 35%	Inadequate knowledge
36 -- 70%	Moderate knowledge
Above 70%	Adequate knowledge

Comparison for effectiveness is done using paired t test and p value. If p value is less than 5% then it is concluded that the outcome of training program is effective.

Table 1: Assessment and comparison of knowledge before and after training program

Sl. No.	Knowledge	Before training programme		After training programme		Change (%)	t test	P value	
		Mean \pm S D	Mean (%)	Mean \pm S D	Mean (%)				
	Patient Related								
1.	Ability to identify problems	2.1 \pm 0.77	52.5	3.15 \pm 0.57	78.75	26.25	9.29	0.000	HS
2.	Keeps confidentiality	2.6 \pm 1.03	65	3.52 \pm 0.59	88	23	6.81	0.000	HS
3.	Able to manage crisis	1.70 \pm 0.79	42.5	3.02 \pm 0.47	75.5	33	10.11	0.000	HS
4.	Relates practice with scientific principles	2.17 \pm 0.84	54.25	3.1 \pm 0.54	77.5	23.25	7.66	0.000	HS
	Overall	2.66\pm1.05	53.56	3.19\pm0.54	79.93	26.37	8.43	0.000	
	Nurse related								
5.	Taking risk and making wise decision	1.82 \pm 0.74	45.5	3.1 \pm 0.37	77.5	32	11.88	0.000	HS
6.	Able to prioritize work	2.1 \pm 0.74	52.5	3.22 \pm 0.42	80.5	28	9.84	0.000	HS
7.	Knowledge of medicine and treatments	2.02 \pm 0.76	50.5	3.07 \pm 0.41	76.75	26.25	8.86	0.000	HS
8.	Independently perform procedures	2.17 \pm 0.93	54.25	3.32 \pm 0.47	83	28.75	10.39	0.000	HS
9.	Eager and willing to learn from others	2.82 \pm 0.93	70.5	3.65 \pm 0.53	91.25	20.75	5.62	0.000	HS
	Overall	2.73\pm1.02	54.65	3.27\pm0.44	81.8	27.15	9.31	0.000	
	Hospital Related								
10.	Accurate in record keeping	2.2 \pm 0.85	55	3.4 \pm 0.63	85	30	9.22	0.000	HS
11.	Promote safety and prevent	2.37 \pm 0.97	59.25	3.42 \pm 0.54	85.5	26.25	8.15	0.000	HS

	injuries								
12.	Handles waste efficiently	2.07±0.94	51.75	3.45±0.5	86.25	34.5	9.4	0.000	HS
	Overall	2.21±0.92	55.33	3.42±0.55	85.58	30.25	8.92	0.000	

This Table shows that knowledge level components of nursing practice is moderate before training, as mean (%) in all its components was in the range of 42.5 – 70.5. After the training, the knowledge level in all the components was adequate as mean (%) was 75.5 – 91.25.

Further, t test shows that there is significant change from before to after training, as P value is $<0 - 01$, in all the components. So training program has improved the knowledge level of nurses and brought significant changes in the nursing practice. The outcome of training program is effective.

Nurse's knowledge in relation to patient for managing crisis has increased (33%) from before training to after training program. Nurses are willing and courageous to take risk after the training program and the change percentage after training program is 30 comparing to before the training program. They are more willing and eager to learn from others after the training program. One of the most important aspects related to hospital is that nurses are able to handle waste effectively after training to a change percentage of 34.5%.

2.2 Assessment and comparison of skill before and after training programme

This section deals with assessment of skill among nurses. Assessment is done based on mean S.D; percentage mean. Assessment of skill is done based on the below categories:

0 – 35%	Inadequate skill
36 -- 70%	Moderate skill
Above 70%	Adequate skill

Comparison for effectiveness is done using paired t test and p value. If p value less than 5% then it is considered as the outcome of training program is effective.

Table 2: Assessment and comparison of Skill before and after training program.

Sl. No	Skills	Before training program		After training program		Change	t test	P value	
		Mean±SD	Mean (%)	Mean±SD	Mean (%)				
	Patient Related								
1.	Efficiently handles patient's complaints	2.07±0.89	51.75	3.32±0.72	83	31.25	13.28	0.000	HS
2.	Identifies problems clearly	1.9±0.96	47.5	3.27±0.74	81.75	34.25	7.73	0.000	HS
3.	Finds alternate solutions	1.77±1.03	44.25	3.17±0.72	79.25	35	1.57	0.124	NS
4.	Takes adequate time to talk to patients.	2.62±0.71	65.5	3.4±0.81	85	19.5	6.95	0.000	HS
	Over all	2.09±0.89	52.25	3.29±0.74	82.25	30	7.38	0.000	
	Nurse Related								
5.	Good observer	2.1±0.84	52.5	3.3±0.93	82.5	30	12.43	0.000	HS
6.	Adjust to work place comfortably	2.25±0.85	56.25	3.47±0.79	86.75	30.5	10.02	0.000	HS
7.	Has confidence in procedures	2.02±0.92	50.5	3.22±0.68	80.5	30	10.49	0.000	HS
8.	Smooth communication with all	2.65±0.74	66.25	3.45±0.77	86.25	20	5.24	0.000	HS
9.	Communicate clearly and effectively.	2.3±0.89	57.5	3.3±0.73	82.5	25	8.06	0.000	HS
	Over all	2.26±0.84	56.6	3.34±0.78	83.7	27.1	9.24	0.000	
	Hospital Related								
10.	Reduced errors in work	1.95±0.78	48.75	3.22±0.89	80.5	31.75	10.37	0.000	HS

11.	Confident to handle Equipments.	1.82±0.99	45.5	3.32±0.72	83	37.5	8.06	0.000	HS
12.	Does procedures as per FMCH Manual.	1.7±1.04	42.5	3.35±0.75	83.75	41.25	5.74	0.000	HS
	Over all	1.82±0.93	45.58	3.29±0.78	82.41	36.83	8.05	0.000	

This Table shows that skill level components of nursing practice is moderate before training, as (%) in all its components was in the range of 42.5– 66.25. After the training skill level in all the components was adequate as mean (%) was 79.25 – 86.75.

Further, t test shows that there is significant change from before to after training, as P value is $<0 - 01$, in all the components. So training program has improved the skill of nurses and brought significant changes in the nursing practice. The outcome of training program is effective.

Improvement of nurses to find alternate solutions is minimum after the training program. A special care need to be given in this aspect. They are able to handle patient complaints in a better way after the training with a mean of 83% compared to 51.75% before the training.

There is a high response to the capacity of nurses to adjust to workplace after the training. But they can improve in their skill to communicate with others. The Hospital Procedure manual is skillfully taught in the training program bringing a change of 41.25 % from before to after the training program.

Conclusion

Every organization aims at success and quality becomes a primary importance for a hospital for its survival. The success of an organization is the reflection of the quality of its human personnel. If so, the basic requirements to make a nurse efficient are to be handled first; hence the importance of this skill training program. The study was an effort to know and understand if the training program conducted in the selected Hospital brings results in any significant outcome, if so how much. It was found that there is an increase in the knowledge level of the staff relating to patients, nursing procedure after the training program. When assessing the skill of the nurses after training program there is a commendable improvement. There is a marked improvement in the way staff relate with patients, their communication skill, ability to handle emergency situations and skill to care for hospital assets.

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