Nursing Grand Rounds for Patient Teaching: An Innovative Clinical Education Strategy

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PURPOSE
To implement and evaluate nursing grand rounds as an innovative clinical education strategy to strengthen nurses’ ability to teach patients who have been diagnosed with diabetes and/or heart failure.

SIGNIFICANCE
Other disciplines have successfully used grand rounds as a method to address clinical learning needs and professional development. However, in nursing literature, the effectiveness, processes and outcomes of nursing grand rounds has received less attention.

BACKGROUND
There is little information about the implementation, evaluation and effectiveness of grand rounds as a clinical education strategy for nursing. Online learning methods are heavily relied on at the facility while offering few classroom continuing education opportunities or nursing grand rounds. Grand rounds allows the use of multiple teaching strategies for nurses which are not possible in the online teaching environment. Grand rounds is an additional teaching strategy tailored to addressing clinical learning needs of nurses.

DESCRIPTION
The nursing grand rounds for patient teaching was implemented by:

• Prioritizing and integrating topics
• Developing an evidence-based presentation
• Coordinating the nursing contact hour process
• Designing handouts
• Advertising
• Acquiring media technology
• Cultivating a learning environment
• Engaging participation
• Analyzing evaluation data
• Disseminating findings

Objectives were:

• Describe the key principles of adult learning.
• List key patient teaching points for patients with diabetes and/or heart failure.
• Assess teaching effectiveness by the Teach Back method and patients’ ability to repeat at least two main teaching points.

The effectiveness of the nursing grand rounds as an effective clinical education strategy was evaluated for:

• Meeting program objectives
• Method effectiveness
• Presenter effectiveness

A four-point Likert scale was used with 1=strongly disagree and 4=strongly agree (with higher scores indicating a more positive evaluation).

OUTCOME
There were three duplicate nursing grand rounds sessions offered at various times/locations (offering 0.5 contact hours each).

46 nurses attended.

The mean evaluation scores were positive:

• Meeting program objectives: 3.63
• Method effectiveness: 3.63
• Presenter effectiveness: 3.69

INTERPRETATION
Results indicate that nursing grand rounds for patient teaching was an effective clinical education strategy to address learning needs of nurses about patient teaching. Additional grand rounds programs should be held in the future using a similar approach.

IMPLICATIONS
Future evaluation of nursing grand rounds programs should include items to assess:

• Application of knowledge into clinical practice
• Contribution to collegiality, impact on professional growth
• Preference for grand rounds versus online offerings

REFERENCES