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Creating a conceptual framework for continuing professional development
A Participatory Action Research Study on Continual Professional Development with Nurses in Grenada, West Indies

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Overview of presentation

- Background and overview of study
- Main debates in the literature
- Purpose and aim of study
- Findings
- Conceptual framework
- Tools developed to support framework
- Next steps
Continuing professional development (CPD) is essential in order to support nurses (RCN, 2016). CPD ensures that the qualified nurse continues to practice safe, efficient and effective care (Levett-Jones 2005).

In Grenada, the process of revalidation requires 60 hours of CPD to be carried out over a three-year period.

However, there is a lack of a CPD framework, guidelines and policies to guide nurses to enable engagement with CPD.
Main debates in the literature

Frameworks in use - Lack of consistency or consensus. To mandate or not?

Evidence linking competence and competency to CPD is inconclusive.

Factors influencing CPD multifactorial.
Purpose and aim of this study

The purpose of this study is to explore the concepts of CPD in the context of Grenada.

Additionally, to identify the organizational and personal issues surrounding CPD in Grenada.

Aim to identify structures required to propose an effective framework for CPD in Grenada.
Objectives and research questions:

- How can Grenadian nurses engage in meaningful CPD?
- What is the Grenadian nurses understanding of CPD?
- What are the internal and external issues surrounding CPD in Grenada?
- How does the use of PAR contribute to achieving the development and proposal of a CPD framework in Grenada?
Methodology

A participatory action research (PAR) paradigm guided this research.

The participatory action research team (PART) steered the decisions on the methods to be used.

Three cycles of planning, action, analysis and reflection were carried out over a year.
Methodology and design

Participatory action research cycles

Mixed methods design

Quantitative data
Qualitative data
Results

Sampling methods

Participatory action research team
- Initially used expert sampling - four committed
- Subsequently eight volunteered following a flyer and sensitization discussions
- Inclusion criteria; their ability to move the study forward, ability to generate significant data through their views or perspectives and those who are affected

Survey and Interviews
- Survey
  - Whole population sampling
  - Inclusion - all nurses and midwives registered and practicing in Grenada
- Interviews
  - Initially respondents from the survey were asked to volunteer - 14 responded
  - Modified to snowballing - 10 volunteered
Findings

Quantitative - Survey

- Nurses motivated by intrinsic factors
- Activities split between formal and informal - however significant gap between activities deemed important and what was done
- Activities undertaken were mainly informal -but not considered as CPD
- Conditions to enable CPD cited institutional and professional support important
- Nurses preferred classroom and formal CPD

Qualitative - Interviews

Themes

- Constituents of CPD
  - Commitment to CPD
  - Effect of CPD
  - Where CPD takes place
- Professional tensions
  - Institutional and professional support
  - Collegial awareness
- Choice and control
  - Availability and accessibility
  - Time work pressure
  - Passive language
Influence
- Institutional/professional support
- Individual engagement

Measurement
- Competencies
- 60 Hours

Planning
Individual CPD plan

Evaluation
- Alignment and Goals
  - Individual needs
  - Institutional needs
  - Professional needs

Action
- Place of Development
  - Work
  - Institution

Portfolio
- Qualifications
- Self-assessment
- Staff appraisal
- Learning plan

Influence
- Institutional/professional support
- Individual engagement
Construct professional identity

Increased competencies

Adherence to standards

Personal and career success

Professional expertise
CPD Activities and the Use of Portfolios

Formal Required: 10 hours

- Formal Self Directed: 30 hours
- Informal Self Directed: 20 hours

Total CPD required hours: 60

CV
- Qualifications
- Experience
- Scholarly activities

Self Assessment
- Goals, objectives for personal and professional development
- Learning plan

CPD log
- Listing of activities, formal/informal
- Certificates

Self Reflection
- Able to illustrate development and personal growth
- Supports the cyclical nature of CPD
Tools developed to support framework

Horizontal lines = delivered to experiential/self seeking

Vertical lines = Remember to Create (Blooms Taxonomy)

<table>
<thead>
<tr>
<th>Conditions table</th>
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</thead>
<tbody>
<tr>
<td>Is this CPD activity</td>
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<tr>
<td>Relevant to your needs</td>
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<tr>
<td>Defined</td>
</tr>
<tr>
<td>Achievable (SMART)</td>
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- Formal courses sought for professional development
- Reflection
- Research
- Quality improvement
- Policy or memo review
- New equipment training
- On the Job learning
- Interprofessional collaboration
- Simulation
Conclusion and recommendations

- Supports the need for flexible frameworks to capture the process of CPD and the interplay of three entities.
- CPD is context bound and multidimensional. CPD is influenced and influences the individual, the profession and the institution.
- This study can offer guidance and recommendations to other countries within the region who are seeking to implement a CPD framework.
What’s Next?

- Dissemination: Aim twofold - firstly to inform and influence policy change ‘top down’. Secondly to raise awareness of CPD in Grenada within the nursing profession, to begin to engage nurses in CPD ‘bottom up’.
  - This would begin the implementation of the framework and thus an evaluation process could be formed.

- Further research:
  - Data showed the individual, professional bodies and the institution influenced CPD - how these interrelate and if one is more influential than another would be interesting.
  - The value of workplace learning, reflection and interdisciplinary discussion was undervalued with an emphasis on formal workshops or classroom learning. Examining the impact and influence of these would be of interest.
Any Questions?
References


Manojlovich, M. 2007. Power and Empowerment in Nursing: Looking backward to inform the future. OJINL The online journal of issues in nursing, pp. 121.
