

**On-the-Job versus off-the-Job  
Training of Nurses in Documentation  
of Nursing Practice**

*Thesis*

*Submitted for partial fulfillment of the requirements  
of the Master Degree in Nursing Sciences  
(Nursing administration)*

*By*  
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**Faculty of Nursing  
Ain Shams University  
2018**

# **On-the-Job versus off-the-Job Training of Nurses in Documentation of Nursing Practice**

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2018

## **Acknowledgment**

*First and foremost, I feel always indebted to **Allah** to Whom I relate any success in achieving any work in my life.*

*I would like to express my deep appreciation to **Dr. Harisa Mohamed Elshimy**, Professor of Nursing Administration, Faculty of Nursing, Ain-Shams University for her precious help, moral support, fruitful advice, kind attitude and for her valuable remarks that gave me the confidence and encouragement to fulfill this work.*

*I am immensely indebted and deeply grateful to **Dr. Nema Fathy Saad**, Lecturer of Nursing Administration, Faculty of Nursing, Ain-Shams University, for her great encouragement, excellent guidance, powerful support, valuable constructive advices and generous help, precious time, relentless mentoring and valuable support.*

*Special thanks are also extended to all the participants in this study who gave their time and cooperation during data collection.*

## *Dedication*

*This thesis is dedicated to*

*My mother,*

*My daughters,*

*And to best friend Amel*

*For Their Love, care, support and  
encouragement that helped me to accomplish  
this work*

## Abstract

**Background:** Training, either on-the-job or off-the-job, is the only means that may improve such lack of competencies in documentation. **Aim of the study:** To investigate the differences between on-the-job and off-the-job training of nurses in documentation of nursing practice. **Subjects and methods:** This quasi-experimental study was carried out at the primary health care (PHC) centers in Giza Governorate on two cluster samples of 75 nurses each, one for on-the-job and the other for off-the-job training. A self-administered questionnaire was used for nurses' knowledge and an audit sheet for their practice of documentation. The intervention consisted of a 2-day training in nursing documentation. **Results:** The two groups had similar demographic characteristics. In total, only one (1.3%) nurse in each group had satisfactory pre-intervention, which increased to 94.7% in both groups after the intervention ( $p<0.001$ ). Overall, no nurse in the two groups had adequate total audit before the intervention. After the intervention, none in the on-the-job and 4.0% in the off-the-job had adequate audit ( $p=0.24$ ). Knowledge and audit scores significant positive correlation ( $r=0.698$ ). In multivariate analysis, the type of training could not predict nurses' knowledge or audit scores, while the intervention was a positive predictor for both. The majority in both groups viewed the training satisfactory. **Conclusion and recommendations:** Both on-the-job and off-the-job approaches are effective in improving nurses' knowledge of documentation, but with less effect on their audited achievement of documentation criteria. The PHC nurses need intensive training in documentation, using both approaches. The organization should facilitate the application of the knowledge and skills acquired. Further research is proposed to compare on-the-job and off-the-job training for nurses in areas other than documentation.

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**Keywords:** On-the-job, Off-the-job, Training, Nurses, Documentation Audit

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# Introduction



## **Introduction**

Employees play a vital role in organization performance. Effective training and development are very important because it can help an organization to improve on its performance as well as on its productivity. Only the trained workforce could effectively respond to the new challenges as well as to the existing ones in their jobs. Skills are capacities and expertise in particular occupation. The higher productivity is increasingly driven by skills. Besides, the degree of competitive advantage of a firm depends increasingly on its skilled labor (*Gilmore and Williams, 2009*).

The developing countries are increasingly concerned with the rapidly changing demand for skills and the slow response of the general and vocational schooling tracks to adjust the provision of skills. Therefore, many employers complain about the lack of skills and education of their workforce. Policymakers are thus increasingly concerned that the supply of skills in the labor market does not keep pace with the demand. The investment by organizations in on-the-job training is one important way to mitigate this skills' gap

as it develops job relevant skills among the existing employees (*Almeida and Faria, 2014*).

*Raza and Hassan (2014)* put the keen importance on the factors to enhance the skills of employees, which are necessary for the achievements of targets and for capturing the large competitive market. Organizations who are the leaders among others are continually focusing on the training factors and more or less focusing on the gaps to be improved after training (*Obisi, 2011*). Learning depends on factors such as design and implementation of training and the learning climate of the organization (*Blanchard and Thacker, 2007*).

Since the time of Florence Nightingale, nurses have viewed patient documentation as a vital part of professional practice. It is used to ensure continuity and quality of care through communication, furnish legal evidence of the process and outcomes of care, support evaluation of the quality, efficiency and effectiveness of patient care, and provide evidence for research, financial and ethical quality-assurance purposes. Additionally, it helps in providing the database infrastructure supporting development of nursing knowledge; in establishing benchmarks for nursing education

and standards of clinical practice, in ensuring appropriate reimbursement; in providing the database for planning future healthcare, and other purposes such as risk management, learning experience for students and protection of patients' rights (*Paans et al., 2011*).

Nurses' daily documentation in the patient's record is negatively influenced by several factors, such as being disrupted during documentation activities, nurses' limited competence regarding documenting, lacking motivation to enter information into the patient record and receiving inadequate supervision (*Cheevakasemsook et al., 2006*). A positive influence on the documentation in the patient record is the use of electronic nursing process documentation systems (*Paans et al., 2011*).

### **Significance of the study**

Although nursing documentation is essential in quality care, nurses' practice of documentation is often deficient due to lack of knowledge and/or skills. Training is the only means that may improve such lack of competencies in documentation. Training could be either on-the-job or off-the-job. Given the logistics needed in off-the-job training, on-the-job training may be preferable, and may consequently

lead to better outcomes of training. Therefore, this study will compare the two approaches to reach to an evidence-based conclusion.



# **Aim of the Study**

