

Exploring Nurses Satisfaction with Pain Assessment Training Programs: Factors Contribute in Transfer of Training into Nursing Practice.

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ABSTRACT

The effective management of pain is a critical component of patient care, and nurses play a pivotal role in pain assessment and management. This study aims to explore nurses' satisfaction with pain assessment training programs and identify the factors that contribute to the transfer of training into nursing practice. Utilizing a qualitative phenomenological approach, the research will encompass quantitative surveys to measure nurses' satisfaction levels and qualitative interviews to gain deeper insights into their experiences and perceptions. The findings reveal that nurses value training programs that are comprehensive, practical, and reflective of real-world scenarios. Satisfaction among nurses is heightened when training leads to increased confidence, competence, and ultimately, a positive impact on patient outcomes. The study also highlights the importance of continuous support and resources as essential elements that facilitate the successful application of training in clinical settings. The findings of this study are expected to provide valuable insights into how training programs can be enhanced to ensure effective pain management in clinical settings, ultimately improving patient outcomes. By identifying and addressing the factors that facilitate or hinder the transfer of training, this research aims to contribute to the development of more effective educational strategies in nursing practice.

Keywords: Training, satisfaction, nursing, pain, assessment.

1.0 INTRODUCTION

In the realm of healthcare, the continuous advancement of professional skills through training is not just a regulatory requirement but a cornerstone of quality patient care. This research embarks on an exploratory journey to understand the intricate dynamics between nurses' satisfaction with pain assessment training programs and the subsequent transfer of this training into clinical practice. Amidst the complexities of modern healthcare settings, this study seeks to unravel the factors that are pivotal in transforming theoretical knowledge into practical expertise. By shedding light on these elements, the research aims to contribute to the enhancement of training programs, ultimately improving patient outcomes and fostering a culture of excellence in clinical practice.

Pain is a common and complicated problem in healthcare settings, and accurate pain assessment is critical for enhancing patient comfort and quality of care. Nurses play an important role in identifying and managing patients' pain, and specialized training is essential to develop the necessary knowledge, skills, and competences.

Numerous pain assessment training programs have been developed worldwide to enhance nurses' proficiency in pain assessment techniques, understanding of pain physiology, utilization of pain assessment tools, and evidence-based pain management strategies.

However, there is a "transfer of training" issue, raising concerns about the efficacy and sustainability of these initiatives. Barriers such as organizational constraints, lack of support, time constraints, and inadequate resources can hinder the successful integration of training into nursing practice. Understanding the factors contributing to nurses' satisfaction with pain assessment training programs and their successful transfer into clinical practice is essential for addressing these challenges and improving patient outcomes, healthcare quality, and nursing practice.

2.0 PROBLEM STATEMENT

Pain is a frequent and distressing sensation for many patients, especially those with chronic or terminal conditions. Pain assessment is a critical step in pain management since it identifies the type, severity, and impact of pain on the patient's quality of life. Nevertheless, since pain is a subjective, multifaceted sensation that differs from person to person and from scenario to situation, assessing pain can be difficult. Hence, in order to provide accurate and thorough pain assessment, nurses who serve as patients' primary caregivers must possess the necessary knowledge and abilities. The question is, to what extent the pain assessment performed by nurses is effective and beneficial to the patient.

However, phenomenologically, nurses obtained the score based on patient description about their pain. Besides, the nurses just record the score only without a complete documentation of pain assessment such as the quality and location of pain. This phenomenon can result in ineffective treatment of pain.

Talking about treatment of pain, nurses also dependent on doctor's order to overcome patients complain of pain. Supposedly the nurse also must document their own nursing intervention for pain treatment.

Rababa et al. (2021) has focused on the limitations identified by nurses that affect proper pain management. These limitations include inadequate knowledge and lack of pain assessment skills, misconceptions, lack of time to assess and regulate pain, inability to speak up for patients' rights, and an insufficient educational background. Nurses' knowledge and attitude gaps can be caused by a variety of circumstances, such as a lack of formal education, inadequate training, a lack of resources, and organizational impediments.

Thus, there is a need for efficient training programs that can improve nurses' attitudes and understanding about pain management and assessment, which will ultimately increase their competence in this area and the standard of patient care.

Besides that, learner satisfaction plays a crucial role in determining the effectiveness of a training program. Learners are more likely to be interested and motivated to actively participate in the process of learning when they are satisfied with the training program. Better knowledge and skill retention may result from this involvement. Dziuban et al (2004) believed that learners were more likely to give satisfactory ratings to courses and instructors if they believed that they communicated effectively, facilitated or encouraged their learning, organized the course effectively, expressed interest in students' learning and progress, demonstrated respect for learners, and accurately evaluated the work of learners. Learners who are satisfied with the training program are more likely to provide constructive comments, noting areas of strength and areas for improvement. The aforementioned feedback holds significant value in improving and streamlining upcoming training initiatives. As a result, the purpose of this study is to look into how learner satisfaction affects the effectiveness of a pain assessment training program, with the goal of finding factors that lead to successful skill acquisition and implementation in nursing practice.

2.1. Significance of Study.

The significance of studying the effect of learner satisfaction with an effective pain assessment training program lies in its potential to enhance patient care, improve healthcare outcomes, and optimize resource utilization in healthcare settings. Learners are more likely to be motivated, engaged, and actively involved in the learning process when they are satisfied with a training program. This may result in an increase in the recall of information and abilities as well as improving their nursing skill in performing the pain assessment. Additionally, through understanding the factors that contribute to learner satisfaction with pain assessment training programs, healthcare organizations can tailor training initiatives to better meet the needs of healthcare professionals, leading to more accurate and comprehensive pain assessments for patients. Furthermore, by identifying areas of strength and areas for improvement, organizations can ensure that their training programs meet the needs and expectations of learners, ultimately enhancing the quality of care provided to patients.

This, in turn, directly contributes to improved patient care and outcomes and can lead to higher levels of competence and confidence in pain assessment skills among nurses. Not only that, this phenomenon will also affect the patient's satisfaction level because they can provide the right response when the nurse performs a pain assessment

on them. With the right response from the patient, it will help in providing effective treatment in helping to reduce the level of pain.

3.0 LITERATURE REVIEW

The pursuit of excellence in training programs is a multifaceted endeavour, deeply rooted in the understanding that the effectiveness of such programs is not solely determined by the knowledge imparted but also by the satisfaction of the learners. This part delves into the intricate relationship between learner's satisfaction and the effectiveness of training programs, exploring how one influences the other and the implications this has for organizational learning strategies.

3.1. Relationship between learner's satisfaction and training program.

Training programs are essential for skill development and performance enhancement within organizations. However, their success is often measured not just by the immediate outcomes but also by the long-term impact on participants' satisfaction and their ability to apply learned skills effectively. According to the study's findings, learner's satisfaction levels are closely related to the efficiency of training programmes. The degree of student satisfaction is impacted by successful program training in terms of the facilitator's or teacher's capacity to manage and present the lesson content effectively.

Besides, Rajabalee & Santally (2020) believed, the technical facility in the implementation of the training program also affects their level of satisfaction. Not only that, Schmidt, (2007) found that the relationship of satisfaction with work training and total job satisfaction were found to be significantly correlated as study showed the training time, training methods, and content were found to have a significant relationship between trainees' satisfaction with their job training. This also means, trainees were found to be significantly more satisfied with their training when their preferred methodology was used. Pertaining to this, (Abdulrahman et al., 2023) conducted a study in Saudi Arabia and result showed a decrease in the level of satisfaction with the training program due to methods used that was not consistent with the wishes of the participants.

Yang et al (2023) conducted another study in China's mainland about the level of student satisfaction with the work training program and it involves a population of doctors. Overall, the results showed a high level of satisfaction with the training program. In this study, it was found that the training program given was in a rather long period of time and the program provided a variety of delivery methods, involving a large number of teachers who provided a different delivery method and quality as well as the training atmosphere was constantly changing. Nevertheless, all participants indicated a sustained level of satisfaction throughout the program being run due to an understanding factor of the importance of knowledge and skills input to careers and applications of diverse delivery methods.

Furthermore, another research by Salas et al (2012) found that learner satisfaction was positively related to training outcomes such as knowledge acquisition, skill development, and behaviour change. This suggests that when learners are satisfied with their training experience, they are more likely to achieve the desired learning outcomes.

Ultimately, Treľová & Olšavský (2017) agreed the satisfaction with training activities contributes to the strength of the client-employee connection.

3.2. The relationship between factor contributing to knowledge application with training programs.

Training programs are integral to the continuous improvement of skills and competencies within the workforce. However, the transition from learning to application — the transfer of training — is where the true challenge lies. Here that the intricacies of learner satisfaction, engagement, and subsequent knowledge application will integrate. Study by Gil-Lacruz et al (2019) found the satisfaction with improved care quality was linked to positive evaluations of competence and the usefulness of training course knowledge and abilities. Participants who found the knowledge and skills applicable to their work were also satisfied with the training approach, professional competence, and compassion quality.

Another research by Nisada (2018) highlighted several factors that play an important role in the transfer of learning. This study found there are two main factors that are the competence and motivation of students. Besides, the readiness of learner is also very helpful to aid their understanding of the work training contents and enable in their adaptation to their job roles. Training program and content must design tailored to the needs of the learners and organization as this can help the learner to achieve the objectives of the training program. Additionally, the study's findings showed that the trainees' motivation for this program stemmed from their desire to advance their careers. Indirectly this suggests that when learners are satisfied with their training experience, they are more likely to transfer what they have learned to their work environment, leading to improved performance and results.

There is another study on a training program by Souza-Alonso et al (2024) believed the main objective of the training program is to ensure that trainers can apply new knowledge to their tasks. Therefore, the training program need to be equipped with the organized delivery method of service-learning, exposing trainers with a problem based learning approach and involving topics and environments that are multi-faceted related to the work context as well as a variety of facilitators with relevant expertise. The results of this study give a very favourable response from the trainer and show an effective transfer of knowledge. This showed that a focused good design the training program with a good content, context and man power able to results with positive responses and effective knowledge transfer among the learners.

Overall, the literature provides strong support for the idea that learner satisfaction is a key factor in the effectiveness of training programs. When learners are satisfied with their training experience, they are more likely to perceive the training as effective, transfer what they have learned to their job, and achieve the desired learning outcomes. Therefore, organizations should prioritize learner satisfaction in order to maximize the impact of their training programs. By focusing on creating engaging, interactive, and personalized learning experiences, organizations can enhance learner satisfaction, leading to improved performance outcomes and knowledge retention.

4.0. METODOLOGY

This part presents the methodology employed in this study to explore the relationship between nurses' satisfaction with pain assessment training programs and the transfer of training into clinical practice. It delineates the research design, the selection criteria for participants, the instruments used for data collection, and the procedures for data analysis. The part also discusses the ethical considerations adhered to throughout the research process. By providing a transparent and detailed account of the methodology, this chapter aims to ensure the reproducibility and validity of the research findings.

4.1. Research Design.

This qualitative study adopts a phenomenological approach to delve into the depths of nurses' satisfaction with pain assessment training programs. This approach will help this study to uncover the essence of their experiences and to understand how these experiences influence the transfer of training into their nursing practice. By focusing on the subjective experiences of nurses who have received such training, this study aims to shed light on the factors that contribute to both satisfaction and effective knowledge transfer. By adopting this approach, researcher intend to capture the intricate relationship that exists between the qualities of the training program and the practical use of pain assessments in healthcare settings.

4.2. Population, Sample and Sampling.

Population

The population for this study encompasses Registered Nurses and Patient Care Assistant that currently practicing in one of the private healthcare institutions in Melaka as the researcher is one of the nurse managers in that respective institution. In Malaysia, an According to the Malaysian Nursing Board (n.d), Registered Nurse is defined as an individual who has completed a formal course of nursing education and registered with the Malaysian Nursing Board.

This registration is a testament to their qualification to practice nursing within the country, ensuring they have met the standards of education and practice as stipulated by the Nursing Board Malaysia. While Patient Care Assistant is a healthcare staff who provides basic patient care services under the supervision of a registered nurse. They are often responsible for tasks such as taking vital signs, assisting with activities of daily living, and providing basic nursing care. Both of these categories are eligible in performing pain assessment on the patient in this respective hospital. There are about 450 staff including the Registered Nurses and also Patient Care Assistant who work at this hospital.

Sampling

In this study, purposive sampling is used to select a sample of registered nurses who can provide rich, relevant data about their experiences with pain assessment training

programs. The researcher also set an inclusive criterion in the sample selection which is the sample in this study will consist of a purposive selection of Registered Nurses who have recently completed Effective Pain Assessment training programs and currently engaged in clinical practice with regularly perform pain assessments as part of their duties.

Additionally, the samples are also willing to participate in the study and provide informed consent. This approach ensures that the participants have relevant and current experiences to share regarding their satisfaction with the training and its application in clinical practice. The sampling strategy will be guided by the goal of understanding the depth and complexity of the nurses' experiences rather than generalizing findings to all nurses.

4.3. Data Analysis Procedure.

Data Collection

Data was obtained by interviewing each participant who have participated in pain assessment training programs with the open-ended questions and probing the participant in order to obtain the data that able to achieve the research questions and objectives. The question for interview was designed according to the objectives to guide and serve as a framework for interviews, ensuring consistency while allowing for in-depth exploration of the topic. The interview session was consented and recorded to capture the full dialog and to ensure that the researcher can review the conversation multiple times. Once the interview session over, researcher keep each record under one file and named it as 'Participant 1, Participant 2...' to facilitate the transcribing process.

Transcription

All the audio recorded data from the participant was converted to written text. This process has been done by using application software. During the transcription process, the researcher examines every word in the dialog to confirm that it is aligned and synchronised to the question asked as well as complete. This process is carried out as early after a 24-hour interview session to ensure the accuracy of the data. The converted data also kept under the same file that named as 'Participant 1, Participant 2...'.

Familiarization

Initial code was done by reading through to the converted written text for every participant to understand the depth and nuance of the content and get the general overview.

Thematic Analysis.

Coding and themes were identified and organized according to the research objectives. Then from that phase, the data was categorized based on the questions asked and also pertaining to the research objectives. Following is the main themes found:

Theme 1: Satisfaction.

Under satisfaction theme, few codes identified code such as ‘willingness’, ‘easy’, ‘satisfaction’, ‘improvement’, ‘suggestion’, ‘interactive’, ‘discussion’ and clarity of the training and perception of the learning goals.

Theme 2: Factors.

While under this theme, the researcher identified codes such most resonated aspect, motivation and expectation factors, strategies and techniques to stay motivated, reflection of practical session, potential obstacles and confident levels.

Interpreting Data.

Researcher analyse the themes in the context of existing literature on training satisfaction and transfer of learning. Beside of that, researcher also compare and contrast the experiences of different participants within study to identify any differences from years of experience aspects and the context of the work environment.

Reporting.

Based on the themes identified, the researcher able to draw conclusions about the factors that contribute to nurses’ satisfaction with pain assessment training programs and their ability to transfer training into clinical practice. Therefore, this will provide the implication for the nursing practice, training design and patient outcomes. Besides that, reflect on the limitations of the study and data interpretation process also will be reported.

4.4. Ethical Considerations and Approval.

This study was conducted in full accordance with the ethical standards of research. Informed consent was obtained from all individual participants involved in the study. Participants were informed about the purpose of the research, the procedures to be undertaken, their rights to decline participation or withdraw consent at any time without repercussions, and the measures taken to ensure confidentiality and data protection. The data collected during this study will be stored securely and will only be accessible to the researcher. Data will be anonymized to protect participant privacy, and all electronic information will be encrypted and password-protected.

4.5. Transferability and Trustworthy Techniques

For this study, the researcher has employed rigorous methods to ensure the validity and reliability of our findings. To establish credibility, researcher engaged in prolonged interaction with participants to deeply understand their experiences. Researcher also conducted member checks, allowing participants to review and validate the findings. Transferability is demonstrated through thick description, which provides enough contextual information to determine the applicability of the findings to similar contexts. Dependability was addressed by maintaining an audit trail that documents all research decisions and processes.

5.0. RESULTS AND DISCUSSION

5.1. Satisfaction

All of the participants are satisfied with the training program. They feel that this training program is important to improve their knowledge and skills with the latest information that available from the content of the training program. They are satisfied with no significant issue regarding the pre-training process such as registration process to enrol for this training program. Their willingness to attend this training program is high as for knowledge update for them.

However, the participants also provide some suggestions to improve the training program. Most of participants suggested that the training sessions will be more interactive with the active involvement of participants or role-playing, sharing their opinions and experiences.

Other than that, the course description and learning goals also plays an important role as this can impact the satisfaction level of the participants. They need to know the detail regarding the training included learning objectives. Most of them commented 'easy to understand', 'learning goals mentioned clearly' and 'detail and clear'.

5.2. Factors contribute to learning transfer.

Participants also claimed that they had applied the knowledge they had learned from the training program. The most content that resonated them in the Effective Pain Assessment training program is the pain characteristic and pain assessment method: PQRSTU. Interestingly, besides of pain characteristic and PQRSTU pain assessment method, the participant did mention that they are really attracted to the role play that performed during her training session. According to them, this is the different thing compare to previous training. This also encourage them to practice physically and feel the real situation or scenario as well as using their critical thinking skill.

All of participants agreed that the training is synchronised with their goal regardless from the aspect professional and personal. All of them shows passionate toward their job as a nurse, therefore their personal and professional goal are divided with a thin border. Participants reported that they feel like their communication become better in performing the pain assessment as the they are able to get the patient to understand and able to provide accurate data for the right treatment of pain. In pain assessment, the nurse needs to provide right and clear information to patient regarding the pain score and obtain the score from the patient. Nurse cannot anticipate or decide the score for the patient.

In this research, researcher also wants to identify the motivation techniques that participants apply to maintain focus during training program as the training is conducted in the afternoon and most of the participants are the nurses that just finish their morning shift duty. Their job needs are the main reason to make them to stay motivated during the training. However, to reward their attendance and fulfil their physiological needs, the participants are preferring to have a simple food refreshment to keep them alert as most of the training learners attending the training program after their shift duty.

As overall, participants for this research verbalized that they understand with the content of the training program and able to apply into their practice immediately after the training. The only obstacle they faced is the language barrier as sometimes, they feel

difficult to achieve patient understanding because they need to translate some medical terms into simple language form. Here, the participant also suggested to prepare the que card to help them in obtaining the right data for pain assessment from the patient.

6.0. CONCLUSION

This study embarked on an exploratory journey to understand the factors that contribute to the transfer of pain assessment training into clinical practice. Through this qualitative analysis, researcher have uncovered a multifaceted landscape where nurses' satisfaction with training programs plays a pivotal role in enhancing patient care. The findings reveal that nurses value training programs that are comprehensive, practical, and reflective of real-world scenarios. Satisfaction among nurses is heightened when training leads to increased confidence, competence, and ultimately, a positive impact on patient outcomes.

According to James (2018), nurses confident act as advocates for their patients, ensuring they receive optimal treatment. The researchers also found some key factors that influenced the transfer of learning from participants that is communication which is caused by language barriers, time constraints and lack of guidance for documentation. The study also highlights the importance of continuous support and resources as essential elements that facilitate the successful application of training in clinical settings.

Moreover, the research underscores the need for organizational commitment to foster an environment conducive to learning and professional development. This commitment can manifest in various forms, including but not limited to, accessible educational resources, supportive leadership, and recognition of nurses' efforts in pain management.

In conclusion, the study advocates for a holistic approach to designing and implementing pain assessment training programs. Such an approach should consider not only the educational content but also the broader context in which nurses operate. By doing so, we can ensure that training programs not only equip the nurses with the necessary skills but also empower them to apply these skills effectively, leading to improved patient care and satisfaction.

6.1. Implications of the study.

The insights garnered from this investigation into nurses' satisfaction with pain assessment and factors contribute to transfer learning carry significant implications for two important domains:

Educational Design

The satisfaction levels reported by nurses highlight the importance of aligning training programs with the practical realities of clinical environments. Educational institutions and training providers should incorporate hands-on experiences and real-life scenarios to bridge the gap between theory and practice.

Clinical Practice

The study underscores the critical role of effective pain assessment training in enhancing patient care. Nurses equipped with comprehensive pain management skills can contribute to better patient outcomes, emphasizing the need for hospitals to invest in quality training programs.

It has been demonstrated that pain management education affects nurses' perceptions of their own pain management skills. Reed et al., (2017) stated that education is essential for enhancing the abilities and boosting the confidence of healthcare professionals and study by Jang et al, (2020) revealed that healthcare professionals that use simulation report feeling more confident and satisfied with their education. Therefore, by addressing these areas, the study not only contributes to the academic discourse but also provides a roadmap for tangible improvements in nursing education and patient care.

6.2. Suggestion for future research.

By highlighting areas of satisfaction and factors contributing to learning transfer among nurses, the study opens avenues for further research. Future studies could focus on longitudinal assessments of training efficacy or comparative analyses of different training methodologies or explore how cultural factors influence the effectiveness of pain assessment training and the transfer of training into clinical practice.

6.3. Limitation of the study.

This study employs qualitative research methods to explore nurses' satisfaction with pain assessment training programs and their impact on clinical practice. While this approach allows for a deep understanding of the participants' perspectives and experiences, it also introduces a level of subjectivity that may affect the interpretation of the data. The findings are context-specific and may not be applicable to other settings or populations. Furthermore, the reliance on self-reported data can be influenced by individual biases or the desire to respond in a socially acceptable manner. As such, the results should be considered exploratory and indicative rather than definitive.

AUTHOR CONTRIBUTIONS

Rameli, F, E.: Introduction, Problem Statement, Literature Review, Methodology, Result and Discussion and Conclusion.

CONFLICT OF INTEREST

The manuscript has not been published elsewhere and is not under consideration by other journals. Authors approved the review, agree with its submission and declare no conflict of interest on the manuscript.

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