Nursing Grand Rounds as a Clinical Teaching Strategy

Nursing grand rounds can be used as a clinical teaching strategy for nursing students in the acute care setting. This teaching strategy provides an opportunity for students to connect classroom learning with clinical practice activities. There is little existing literature on the use of nursing grand rounds or "walking rounds" as a learning strategy for nursing students' clinical experiences.

Goals of Nursing Grand Rounds

Literature reflects consensus that nursing grand rounds can provide experiences that could meet the following goals:

- Provide an interactive, patient-centered learning experience.
- Serve as a teaching tool to provide opportunities for nursing students to connect classroom learning and clinical practice.
- Present patient cases on selected patients at the bedside.
- Promote professional development (e.g., communication and leadership skills).
- Stimulate student thinking and problem solving.

Focus of Nursing Grand Rounds

Nursing grand rounds can be used in many ways to enhance the students’ clinical learning experiences. The purpose or focus of conducting grand rounds may include, but are not limited to, the following objectives noted below.

- Presenting best practices.
- Providing a case presentation of selected patients assigned to students using a standardized form.
- Identifying patient problems and issues in clinical practice.
- Evaluating the effectiveness of nursing and interdisciplinary interventions on patient care with peers and experts participating in rounds.
- Sharing clinical knowledge with peers.
- Identifying gaps in student learning.
- Thinking critically about nursing care provided and given by peers.

The Process

At the end of each clinical day, clinical faculty, in collaboration with the student and the primary nurse, select a patient case. At the end of the clinical experience, instead of the traditional postconference period, students report to the assigned patient’s bedside. The student leading rounds presents his or her assigned patient to the clinical group and describes physical data, nursing diagnoses, interventions, and outcomes. Peers observe and ask questions, noting aspects of care and areas needing further clarification.

The clinical faculty’s role is one of facilitator and consultant. Faculty clarify and guide the discussion, asking questions appropriately to keep the discussion on track. Students are encouraged to include the patient and family in rounds as appropriate. Sensitive issues are discussed outside the presence of the patient and family.

Clinical faculty have the option of implementing grand rounds in the following ways: in the traditional way with case study presentations and discussion, as walking rounds in place of a formal postconference, or as a hybrid of both. Clinical faculty may also incorporate evidence-based practices to discuss as part of grand rounds.

Students’ reactions indicated they had a better understanding of the nursing process and how it relates to patient care. Students are excited to share with peers what has occurred with their patient during the day. Seeing the patient and being able to connect the interventions with the goals of care is an eye opener for the students and helps faculty to reinforce concepts discussed in the classroom. Nursing grand rounds can be a valuable tool to enhance student learning in the clinical setting.

References


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