Today’s health care ambiance is rapidly evolving (Schweitzer & Krassa, 2010. p. 441). The chief reliable factors are increasing scope of performance, staff turnover, privatization, and changes in technologies. These features ensure nurses to be up-to-date and capable (Mantesso, Petrucka & Bassendowki, 2008. p. 200). In order to grant best client care talent and practice are substantial (Schweitzer & Krassa. 2010, p. 442). To be competent, nurses must prolong to perk up their skills. Continuing Professional Development (CPD) helps nurses to give best patient care and also to achieve the best professional practice which is higher than the previous experience. It also aids nurses to change their attitudes, ways of life, and self-reliance levels (Barba & Fuy, 2009. p. 10). Better job fulfillment can donate towards competency in treatment (Wood, 2006. p. 36). One of the utmost challenges that faced by the health care was scarcity of nurses in acute care facilities and the best resolution is recruiting qualified health professionals at the latest and this can guarantee job happiness and final accomplishment of competency (Marshburn, Engellee & Swanson,2009. p.426).This essay will discuss about what is Continuing Professional Development, how CPD helps in ultimate learning, how it upgrade the standard and quality of nursing practice, how CPD helps in achieving competency in nursing knowledge and skills, and finally how CPD enable to preserve competency all through the practical period.

“CPD is the logical maintenance, appealing and upholding of facts and proficiency and also the development of private and scientific qualities.” (Morgan & Pye, 2008. p .233). Dally,Speedy, & Jackson, (2010.p.376) stated that continuing professional development is the skills and knowledge achieved in support for the fulfillment of individual and improvement in profession. Levett (2011. p. 64) held the view that “for me it’s about being responsible for secure practice and we have forever been doing this in some form.” Levett (2011. p. 64) continues to support the views of Dally et al (2010) stating that professional development must be continuous throughout nurse’s occupation. Through CPD nurses can move forward their knowledge in nursing and its initial disciplines (Schweitzer & Krassa, 2010. p. 446).

In order to grant secure and efficient care, work experience is expected. But good organization is not only gained during familiarity but also by updating the understanding and skills (Mantesso et al, 2008. p. 201). As a professional, nurse has the accountability to continue their education (Twaddell & Johnson, 2007. p. 146). Every nurse after their registration have to achieve some amount learning to provide unsurpassed nursing care. CPD never stops; involving in professional expansion makes nurses to be trained new information and to apply that information in practice (Dickerson, 2010. p. 100). CPD will be more constructive when it gives confidence to the nurse to direct their own culture (Barba & Fuy, 2009. p. 12). CPD is mandatory in professions such as pharmacy and medicine but this is new for most of the nursing (Mantesso et al, 2008. p. 200). The motive for updating abiding teaching ranges from inherent to extrinsic inspiration (Schweitzer & Krassa, 2010. p. 441).

According to nursing and Midwifery Board of Australia’s new CPD standards “All nurses and midwives must congregate the CPD standards. This standard sets out the minimum requirements for CPD. CPD must be honestly pertinent to the nurse or midwife’s milieu of practice. The Board reserves the right to give exemptions in individual cases”. According to the board, registered nurses should participate at least 20 hours of CPD per year (Davis, 2010. p. 21).

 By engaging in professional development nurses will be able to learn new information and skills. It will help nurses to see things from a diverse angle, to value their donations to the profession as well as to respect other colleagues work (Dickerson, 2010. pp.100-101). To improve participatory nurses with reference to the existing trends in essential topics such as safety of the patient, evidence based practice, and rapidly altering technology; CPD is useful (Nortani, Curry-Louerence, Barham & Palmer, 2009. p. 262). The main objectives of CPD is to provide keenness for nurses who would like to update their knowledge, and also to motivate such eagerness in less-motivated nurses, by providing them supplementary educational sessions and knowledge possession (Barba & Fuy, 2009. p. 11).

Professional expansion is not only bound for the development of the discipline of nursing but also to the succession of the personal growth (Dickerson, 2010. p. 100). Nurses must reflect, refuel, and reframe their academic background and also they can distribute their practice with others (Alteen, Didham & Stratton, 2009. p. 268). In a literature assess, Erenstein and McCaffrey (2007. p. 506) mentioned that by providing opportunities for updating the awareness nurses can have a positive work setting and increase nurse preservation. As the superiority of patient care is more appreciated, CPD have much more importance in professional. Patients deem nurses as the most trusted professional (Mantesso et al, 2008. p. 506).

CPD has major role in researchers and others who associated with the wellbeing care profession. CPD enable nurses to become more familiar with shifts, clinical advances, and capable practices. Nurses are universally liable for the provision of safe and competent nursing care. It is the task of each nurse to maintain the competence necessary for current practice (Schweitzer & Krassa, 2010. p. 442). Safeguarding of competency includes participation in ongoing professional enlargement to keep up and recover knowledge, skills, and attitudes significant to practice in a quantifiable, direction, edification or delve into site. Nurses devote to perform nursing pensively and decently, in harmony with the code of ethics for nurses in Australia, to facilitate familiarity and supply personal practice (ANMC, 2010).

CPD has an imperative job in taming researchers and also in others who allied to health care organization about miscellaneous methodologies for implementing their everyday jobs and fulfilling the load (Cleary, Walter, Horsfall & Matheson, 2009. p. 270). For providing safe and valuable health care, nurses entail reliability to bring up to date their information (Gould, Drey & Berridge, 2007. p. 602). Lannon (2007. p. 18) continues to support the views of Gould et al (2007. p. 602) stating that, in order to preserve specific principles of nursing care, invariable commitment is important. This commitment helps them to have current and relevant skills and awareness. Each nurse must take the responsibility to update their acquaintance and skills (Twadder & Jhonson, 2007. p.146). The building block for expansion in professional set is competency (Smith & Lichtveld, Miner, Tyus & Gase, 2009. p. 42).

Involving in competence mounting programs will directly reduce the work place crisis. This help students and professionals to have appropriate and consequential opportunities for professional growth and maturity. Lastly such educating program increases the knowledge, skills and attitudes of staff to address appropriately the special needs of people at risk. The inability to meet the competency and expected service will negatively impact the quality of care (Smith et al, 2009. p. 42). Gould et al. (2007. p. 602) states that CPD will help to increase safe nursing care. By accepting the factors that manipulate nurses’ education opportunity benefits nurse, patient, employer and health care in universal (Schweitzer & Krassa, 2010. p. 442).

According to ANMC, the best alternative to achieve fitness and professional development is continuing education and reflective practice. The main teaching methods of CPD are face-to-face and online scholarship and this will be joint, participatory, and interactive (Barba & Fuy, 2009. p. 12). Conventionally CPD has been provided within the agency (Halcomb, Meadley & streeter, 2009. p. 202). In order to conduct professional education and training in a standard manner competency based advance is needed (Smith et al, 2009. p. 40). The didactic method will depends upon the outcome desired. For instance, attending lectures, analytic work out, or depending assignments and journals would be apposite if the outcome expected is knowledge. If the rationale of CPD is increasing the skills, demonstration, role play and other interactive tricks can be used (Smith et al, 2009. p. 41).

Continuing instruction is the necessary issue which contributes to be competent (Schweitzer & Krassa, 2010. p. 441). It will be more effectual when the mentor uses their own experiences (Barba & Fuy, 2009. p. 12). For burdensome dedicated dealings in the quantifiable nurses are supposed to certify their proficiency (Holcomb et al, 2009. p. 202). The main focus of enduring nursing coaching is enhancing the practiced maturity of registered nurse (Dickerson, 2010. p. 101). Those who were burden with long-term educational curriculum may have both health and non-health-related disciplines like education, social service, and food programs (Beth & Bradley, 2010. P. 196). If teachers make learning occurrence diverse and tempting continuing education will be more valuable (Barba & Fuy, 2009. p. 12).

Reflective practice is the best way to look at nurse’s specific skills (Erenstien & McCaffrey, 2007. p. 506). It is the vigorous looking at actions. Its plays an imperative role in professional development (Hood, 2010. p. 21). Analyzing work after the completion of a task will help to identify required changes. This help nurses to commence new opinion and to assist and react swiftly and efficiently (Daly et al, 2010, p. 376). It evaluates competency through self evaluation and peer opinion. This also allows nurses to dare their knowledge and enhance competence (Mantesso et al, 2008. p. 300). Continuing education and assessing others practice will improve professional standard. Professional nurses use critical philosophy as one of the way to progress their comprehension and skills. Nurses use critical thinking to make probable clinical decisions (Hood, 2010. pp. 160-161).The main strategies which help nurses to increase reflective capabilities and professional performance is comment. Peer feedback is helpful to develop superior learning (Mantesso et al, 2008. p. 200).

 Research is a different scheme of professional development because it gives a chance to build up in-depth knowledge and selfless of clinical practice to save time and to contribute productive nursing care (Cooper, 2009. p. 501). Continuing research will facilitate nurses to study complete facial appearance of research point from the influential and age social group. For illustration, by applying grants with other staff will provide an occasion to study about succinct and also about how to write clearly, budgeting, making logical chain from large venture, and also to successfully scheduling the time (Cleary et al, 2009. p. 274). Realistic study skills and confidence will also build up. It is a vital career-enhancing factor, for nurse researchers to be the part of a high-quality research team. It will also assist to replace the most resent knowledge. Such research will also recover the qualified development and long-lasting opportunities (Cleary et al, 2009. p. 275). By preparing group, individual can identify existing individual needs, and also can aware about the future professional goals. It will afford an in-depth, inclusive, holistic, and relevant way to assess continuing competence (Byrne, Schroeter, Carter & Mover, 2009. p. 456). Further instruction and assessing one’s practice can augment professional development (Mantesso et al, 2008. p. 201).

Mentoring is one of the central tools in professional development. Mentors from more resourceful area will produce strong mentoring programs (McCoy, 2009. p.129). Mentors will release the windows, craft prospect, and grant career role modeling for their faction (Hood, 2010. p. 567). It is an imperative task that every nurse has to presume, officially or casually, earlier or shortly in their professional existence (Ali & Panther, 2008. p. 35). As mentoring is an basic component of expert nurses role, they have growing liability for assessing students and therefore it is essential that nurse who are becoming mentors are require to keep informed their knowledge (Wikes, 2006. p. 42).

Portfolio is the professional scrapbook of one’s accomplishments. It helps individuals to identify the unmet personal leaving needs and also to clarify future profession goals (Dickerson, 2010. p.101). It is the gathering of data of knowledge which demonstrates private and professional improvement. Construction of portfolio is time consuming (Hilliard, 2006. p. 35). Nurses must maintain a personal portfolio as the evidence of their CPD (Casey & Clark, 2009. p. 35). The portfolio provides the technique of valuing the individual deeds in an integrative approach. The continued exploit of this method of influential competence will help to evaluate self and also to provide safe patient care (Byrne et al, 2009. p. 546).

Usually CPD has been provided with in the work place (Holcomb et al, 2009. p. 202). As nurses find it more difficult to get free from their jobs; in-person learning is much complicated to follow. The other deterrents for CPD were cost of continuing education, difficulties in travelling, inadequate quality of question, and not having satisfactory support from the management (Schweitzer & Krassa, 2010. p. 442). In rural area due to limited resources, continuing instruction and proficiency of nurses was hard to maintain. Commonly rural nurse is the most major health care providers for a patient. But due to the nature of rural setting, it is very difficult for nurses to maintain their professional capability and to keep on their professional progress. Nurses from rural areas need exercise about how to apply computers and internet to obtain information (McCoy, 2009. p. 129).

 In the present setting, online and fundamental learning are the most ordinary mode of culture (Beth & Bradley, 2010. p. 196). In case of voyage issues nurse educator can develop online or web cast opportunities. By assistance with sponsors like large educational endeavors, CE can be offered for lower cost (Cleary et al, 2009. p. 274). Computer based technologies offer instantaneous entrance to the information and feedback (Mayes & Schott-Baer, 2010. p.18). Internet access helps to hear more about the nursing research, and it is one of the most easiest and cheap method to update ourselves (Pinkerton 2009. p. 133). In order to make nurses experienced and to conduct continuing educational programs that are thriftily affordable the managing can take the initiative. It can be carry out in the break time and holidays (Schweitzer & Krassa, 2010. p. 442).

Even though there were many difficulties in continuing education, the long-term rewards attained from supplementary education can reimburse any immediate difficulties. The contentment obtained by humanizing knowledge and thus providing an improved care for the patient is the most precious upshot of CPD. (Schweitzer & Krassa, 2010. p. 443).Patient’s safety, service improvement, security of the members and enhanced clinical authority and thus caring the patients, caregivers and organizations are the outcomes of CPD**.**

To conclude, Continuing Professional Development plays a significant role in health care system enabling nurses to perform perfectly. To be expert and to continue competent, CPD is obligatory. In addition, it helps nurses to update their knowledge there by to provide high quality patient care. Moreover, CPD is an effective practice for personal development and alleviation of complexity in the workplace. As a professional, nurse has the liability to continue their education and also to dedicate their educational opportunities to choose the method of delivering education. It is obvious from the evidence that nurses who attended interactive and participative education programs were motivated to make significant changes in their profession. It will assist nurses to see things from an assorted angle, to value their offerings to the profession as well as to esteem other colleagues work.

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