Low Volume, High Risk: A Multi-Dimensional Approach to Educating Nurses

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Disclosures

- There has been no commercial sponsorship or support for this program.
- There is no conflict of interest.
- We do not endorse any products in conjunction with the educational activity.

Objectives

At the end of this session the learner will be able to:
- Design programs utilizing multi-dimensional education methods for low volume, high risk patient care activities.
What Motivates Our Nurses to Learn?

- Readiness to Learn
- Learning Style
- Impact on Life
- Allows for Self-DIRECTION
- Fulfills a Professional Need
- Fills a Knowledge Deficit
- Applicability to Job

Generational Learning Characteristics

BOOMERS

GEN X

GEN Y
Baby Boomers
1946 - 1964

Single-task oriented, structured learning
Teamwork
Competitive
Consensual decision-making

Generation X
1965 - 1979
Self-Directed Learners
Clear instructions
“Real-world” case studies

PowerPoint® Generation
Incorporate Technology
Relevance & Expectations

I wonder if there is an App for that?

Desire Technology
• Look for structure and guidance
• Prefers group activities and simulation
• Prefer structured learning environments, lots of technology, and fast-moving fun

INTRODUCING

Multi-Taskers
### Instructional Methods

#### “Face-To-Face” / Classroom
- Instructor at head of class imparting their expert knowledge
- Learner required to accept information at face value
- One-way, linear flow of information
- Learner engagement based on learning style difficult to achieve
- Passive learning - Boring!!!
Improvements to Traditional Lecture

Socratic Method
Classroom Aids
Technology

Today's Lesson: Lecture “PRO’s”
Resource efficient
Provides opportunity for individual feedback
Allows the educator to cover complex material
Works well when teaching facts and concepts

Next Week’s Lesson: Lecture “Con’s”

Today’s Lesson: Lecture “CON’s”
Not learner-Centered
Costly
doesn’t promote active/independent learning
 Doesn’t promote retention
Doesn’t work with different learning styles
Works best when combined with other teaching methods

Spring Dance tickets on sale now in the office
"Hands-On"/Simulation

**PRO’s**
- Increases anticipatory and critical thinking
- Increases comfort and confidence in technical skills
- Fosters problem solving
- Appeals to learners of all experience levels
- Develops clinical competency & promotes teamwork
- Makes learning active

**CON’s**
- Cost
- Educator time for training and scenario building
- Resource intensive
Computer-Based Learning

 Traditional Format
- Learner in front of computer screen
  - Text, voice and animation
  - One-way, linear flow of information but with pictures

Traditional Format – Enhanced
- Interactive Format
  - Webinars
    - Allows for learners to ask questions
  - Games
  - Tutorials
### PRO's
- Flexible
- Cost effective delivery of educational programs
- Access at home or work
- Widespread appeal
- Allows for tracking and monitoring of learner progress
- Provides "Just-in-Time" resources

### CON's
- Technical difficulties
- Resource intensive
- Educator technology
- Cost of purchasing and licensing of software
- Developing online materials take more work than traditional lectures
- Little or no interaction/feedback between the student and educator

### Bedside Resources
- Quick one-page reference sheets
- Laminated so they can go into the patients’ rooms
- "Down and Dirty"
- PICTURES!!!
Outcomes
- Increased competence
- Increased comfort
- Increased staff engagement
- Increased staff satisfaction with classes

Low Volume, High Risk Interventions We Have Tackled

- SLED
  - Lecture, Simulation, Bedside Resources

- CAPD
  - Lecture, Simulation, Computer-Based Module, Bedside Resources

- PA Lines
  - Lecture, Computer-Based Module, Simulation, Bedside Resources

- Intra-Aortic Balloon Pumps
  - Computer-Based Module, Simulation, Bedside Resources

- Tracheostomy Care
  - Lecture, Simulation, Bedside Resources

- Chest Tubes
  - Computer-Based Module, Simulation, Bedside Resources
**SLED**
- **Initial (on-hire)**
  - Hospital-specific didactic classroom training
  - Hands-on training with equipment
  - Peer-to-Peer competency evaluation
- **Annual**
  - Case studies with practical demonstrations
  - Sharing of experiences

**CAPD**
- **Initial**
  - Hospital-specific didactic classroom training
  - Hands-on training with equipment
  - Peer-to-Peer competency evaluation
- **Continuing Competency**
  - On-line refresher module
  - Just-in-time training video
  - Bedside resources

**CAPD Training Video**
Conclusion

- Multi-generational learners present both challenges and rewards to the staff educator.
- Educating nurses for low volume, high acuity situations demands a multi-dimensional approach.
- Blended learning provides strategies for all learning styles.

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