

Improving Nurse Orientation Using a Blended Education Format

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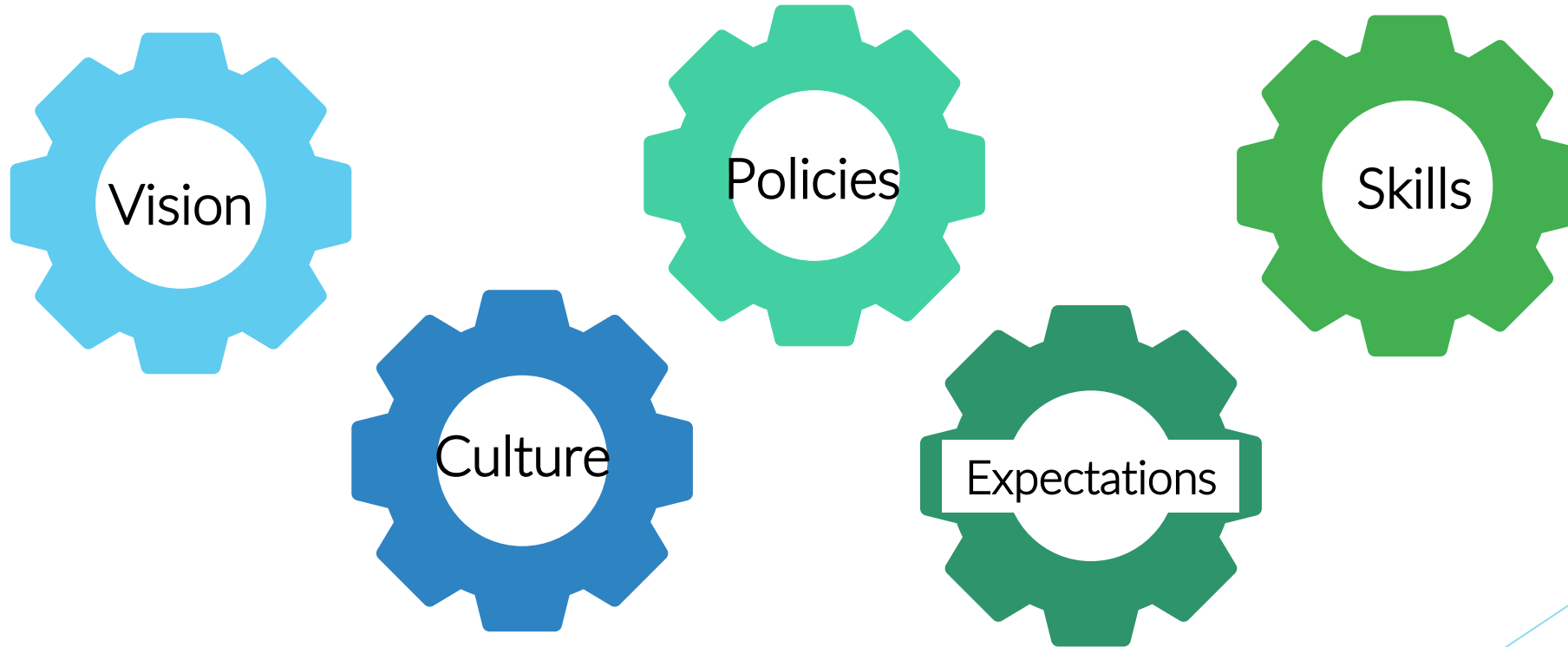
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Educational Objectives

- ▶ Learning Objective 1: Discuss goals and barriers to effective nursing orientation in correctional settings
- ▶ Learning Objective 2: Describe the education design process
- ▶ Learning Objective 3: Differentiate between different types of educational materials and their uses

Orientation Goals



Barriers



Education Design

01

Identifying Practice
Gap

02

Education Planning
Team

03

Educational Needs
Assessment

05

Learning Outcomes

04

Target Audience

06

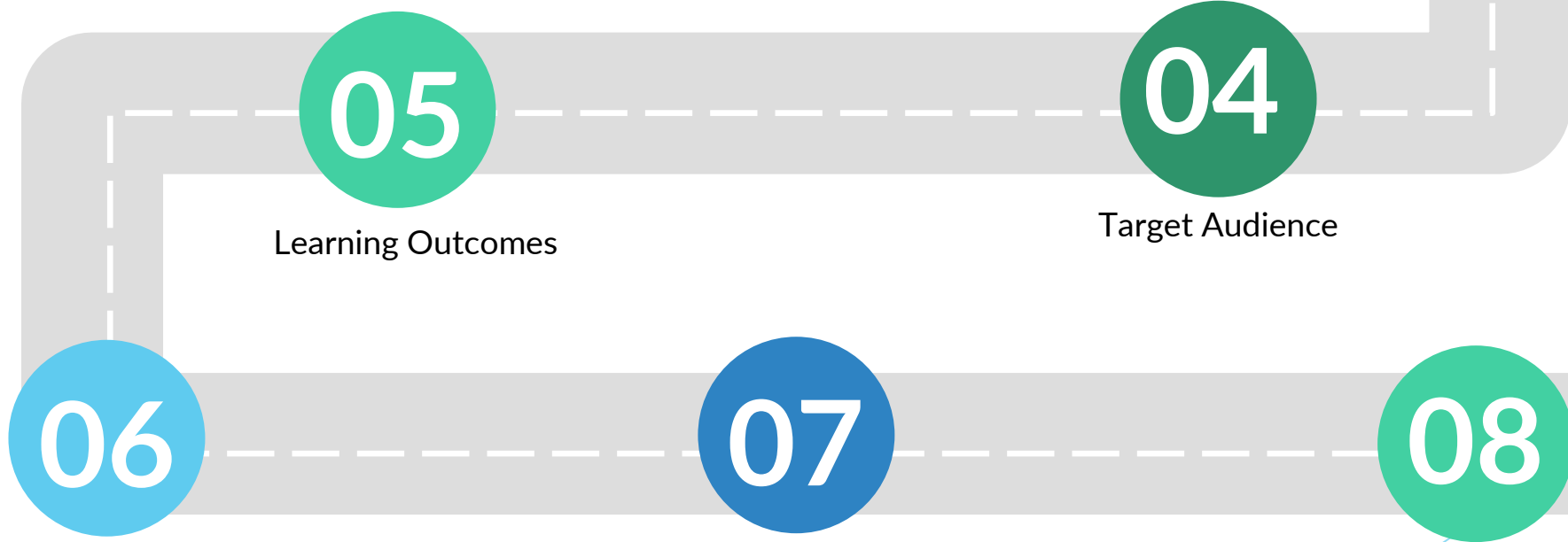
Education Activity
Content/Modality

07

Engagement

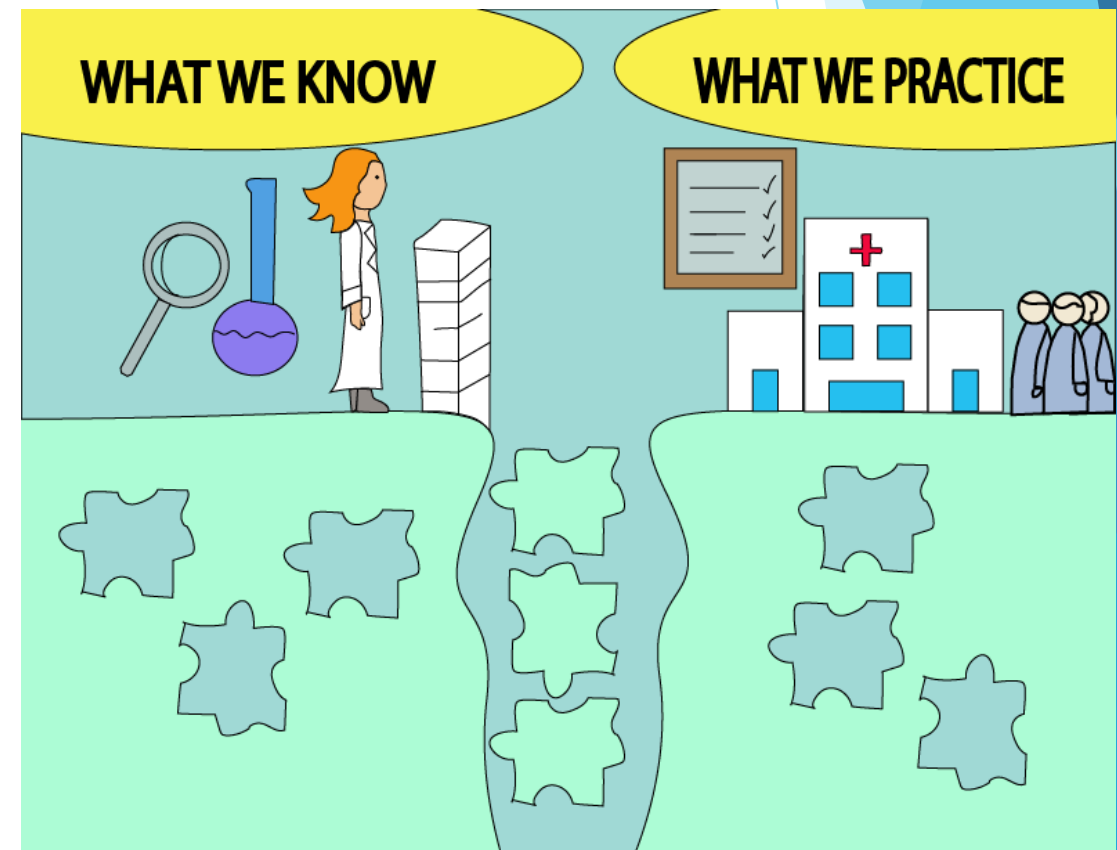
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Evaluation



Identifying the Practice Gap

- ▶ The difference between a desired or achievable state and current reality
 - ▶ Change in standard of care
 - ▶ Problem in practice
 - ▶ Opportunity for improvement



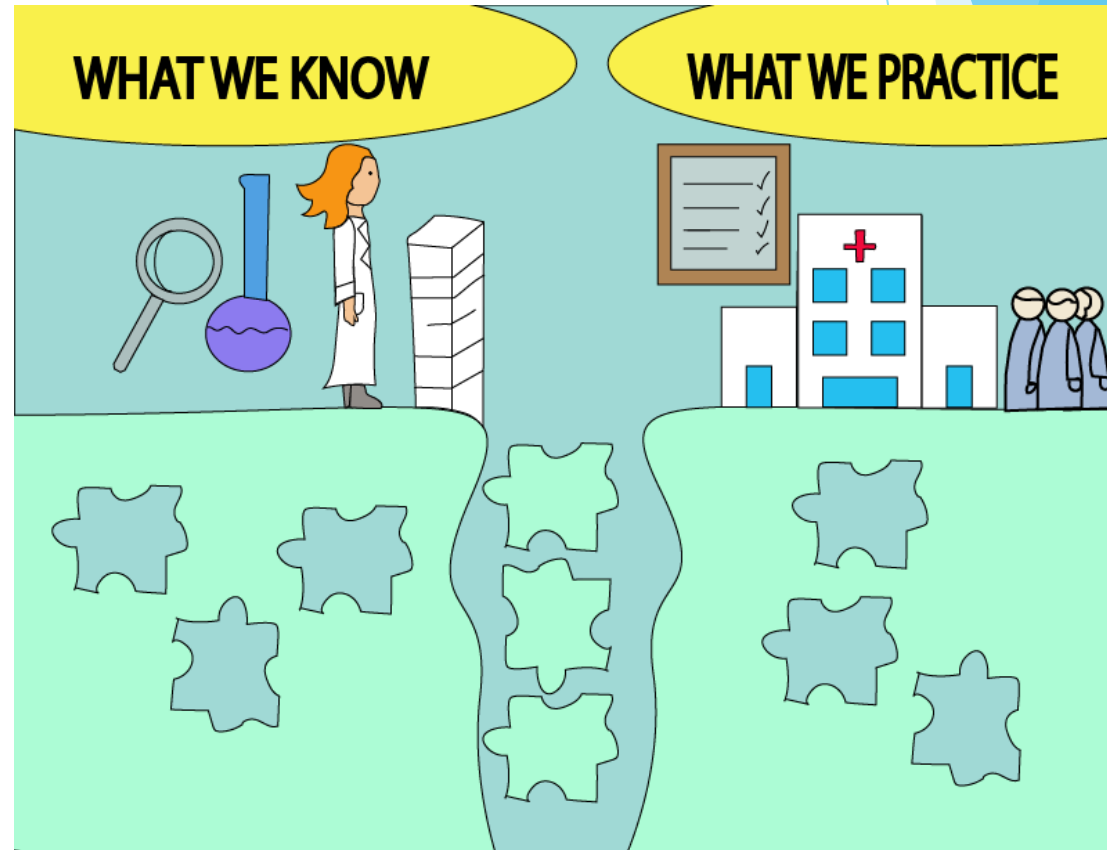
Education Planning Team

- ▶ Team
 - ▶ Lead
 - ▶ Subject Matter Experts related to the practice gap
 - ▶ Instructional Designer?



Educational Needs Assessment

- ▶ Analyze the educational needs that underlie the problem or opportunity
 - ▶ Knowledge
 - ▶ Skills
 - ▶ Practice/Application



Target Audience

- ▶ Identify who the specific learners the educational activity is intended to impact

By License:

- RN
- LPN/LVN
- FNP
- PA
- MD
- Mental Health
- MA
- Unlicensed Staff
- Corrections Officers
- ...

By Role or Task:

- Booking /Receiving
- Sick call providers
- Lab
- Medication Administration
- MAT Program
- History and Physical
- HSA
- DON
- ...

Learning Outcomes

Identify the outcome to be achieved by the learners participating in the activity.

Improved performance by clinicians new to correctional healthcare

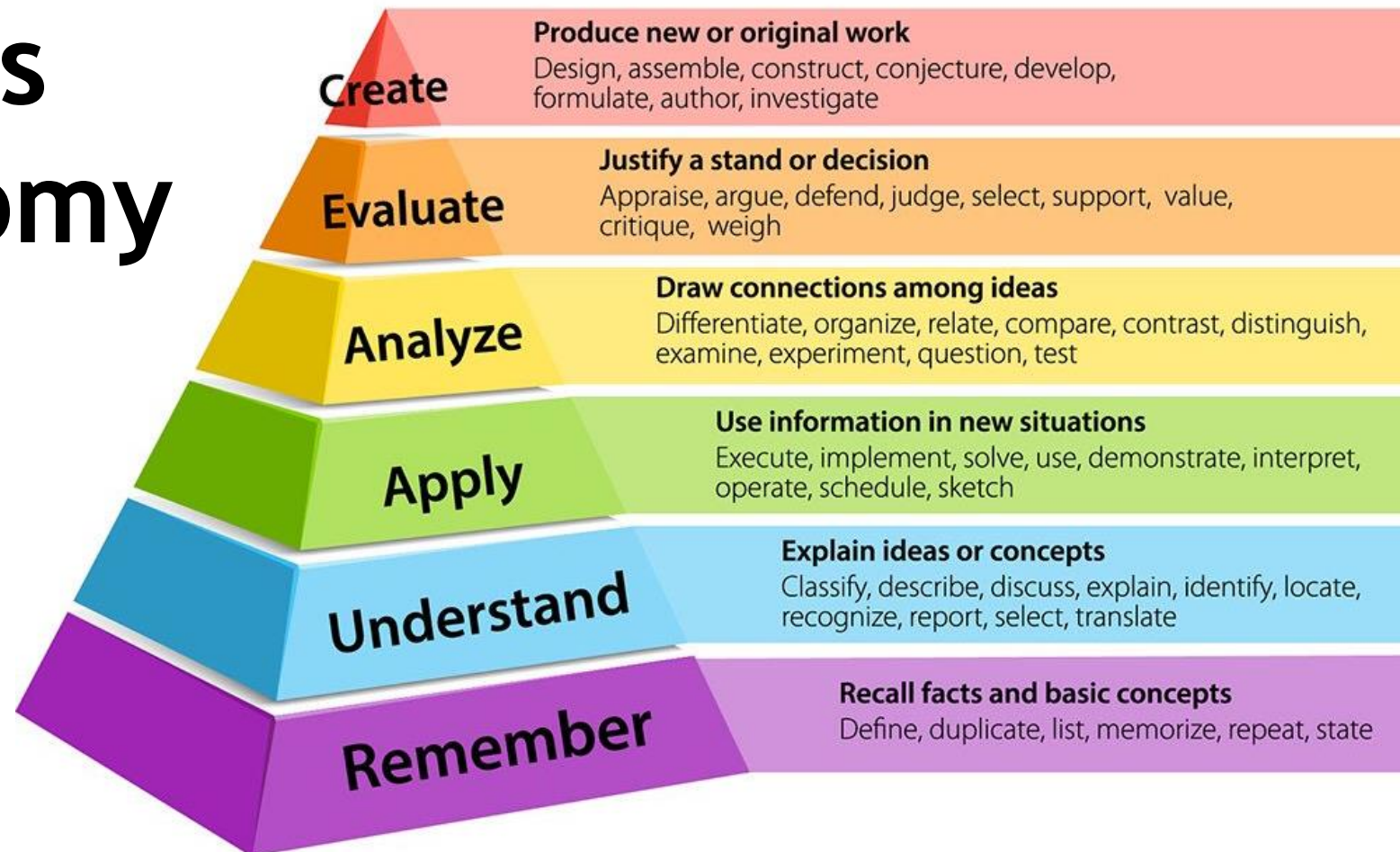
Learning objectives

- ▶ help focus the purpose of the education event
- ▶ tie directly back to the practice gap and needs assessment
- ▶ based directly on what the participant will get out of the training, and not the goal of the training
- ▶ Observable and measurable

Learning Outcomes with Bloom's Taxonomy

Identify the outcome to be achieved by the learners participating in the activity

Bloom's Taxonomy



Education Activity Content

- ▶ Content is Specific to-
 - ▶ Practice Gap
 - ▶ Needs assessment
 - ▶ Learner Objectives
- ▶ Ask: Does this content
 - ▶ Fill the practice gap
 - ▶ Meet the needs
 - ▶ Help the learner meet their objectives

Education Modalities



Instructor-directed,
Instructor-paced

Live activities, webinars,
synchronous learning



Instructor-directed,
learner-paced

Self-learning modules,
asynchronous on-line study
modules, enduring
Skills lab



Learner-directed,
learner-paced

Self-study

Education Modalities

Pros and Cons

▶ Pros

- ▶ Provider-directed, provider-paced:
 - ▶ Easier engagement, timely evaluation of activity
- ▶ Provider-directed, learner-paced:
 - ▶ Learner can control the pace of their learning.
- ▶ Learner-directed, learner-paced:
 - ▶ Learner determines the pace that works with their schedule

▶ Cons

- ▶ Provider-directed, provider-paced:
 - ▶ Directed education regardless of learners ability to absorb or understand
- ▶ Provider-directed, learner-paced:
 - ▶ Engagement can be challenging.
 - ▶ Learners can ‘work the system’ and pass without absorbing information; wait until the end to complete then rush through.
- ▶ Learner-directed, learner-paced:
 - ▶ Requires learner motivation

-

Engagement

- ▶ How to engage
 - ▶ Set and explain learner objectives and how the training will help
 - ▶ Short and relevant
 - ▶ Personalize training
 - ▶ Be creative (gamification, blended learning, social learning)
 - ▶ Keep the training active
 - ▶ Add mind stimulating questions to challenge learners
 - ▶ Add stories
 - ▶ Make activity interactive
 - ▶ Provide regular feedback and encouragement
 - ▶ Reward participation

Evaluation

- ▶ Determine if target audience learner knowledge, skills, and/or practice change due to the activity.
 - ▶ Were learner objectives met?
- ▶ Evaluation may be
 - ▶ Integrated within the educational activity
 - ▶ Summative at the conclusion of the activity
 - ▶ Skills demonstration
 - ▶ Audit for change/adaptation of practice
- ▶ Course Evaluation
 - ▶ Learner's impression of course and effectiveness of material

Implementation of a Mixed Modality Orientation

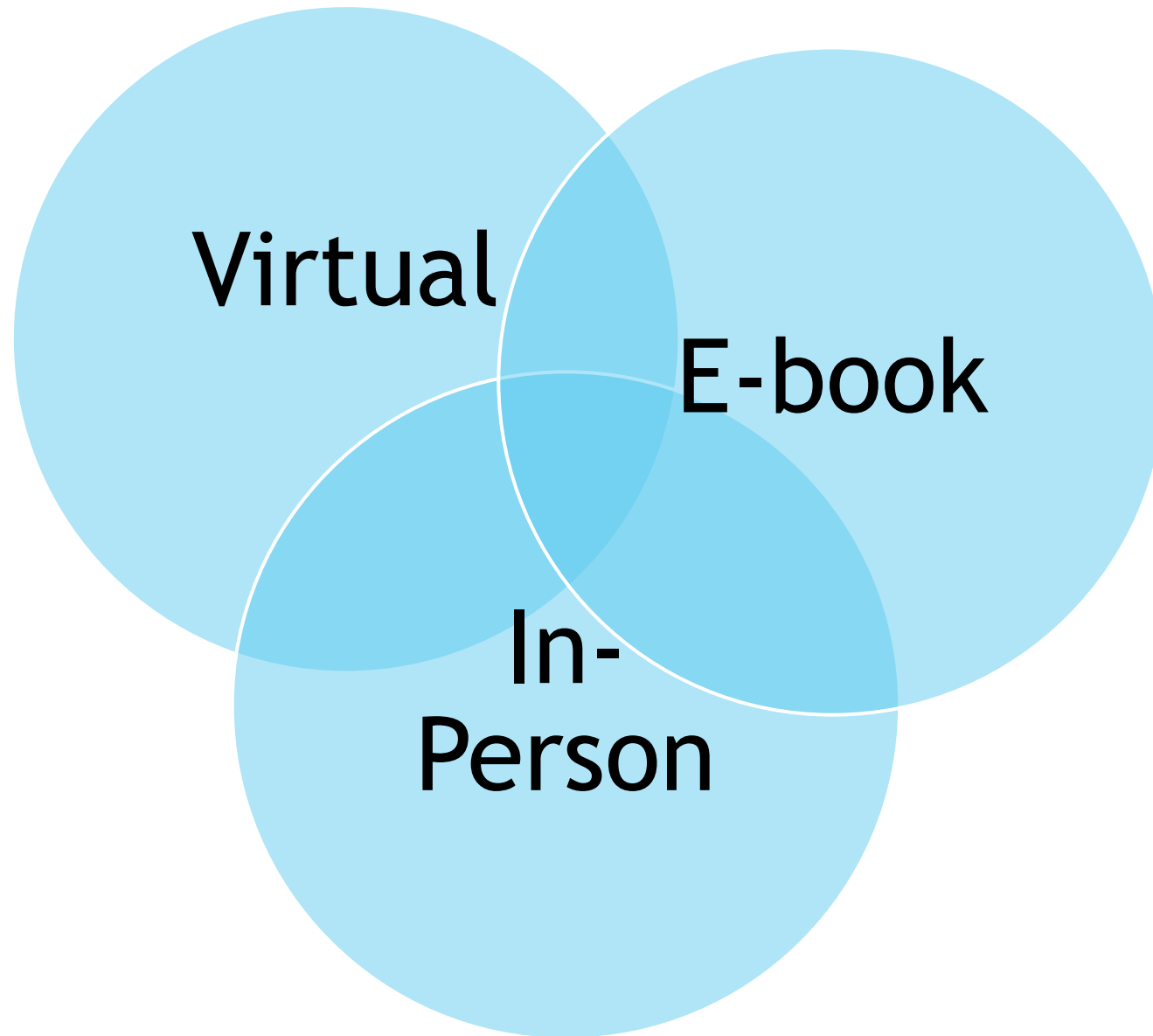
Changes Ahead

▶ Prior Status

- ▶ Orientation that relied on assigned courses in Learning Management System and on-site training
- ▶ Inconsistent
- ▶ Multiple barriers
- ▶ High turnover

▶ New Status

- ▶ Add virtual web-based component to orientation
- ▶ Limit on-site instructor-directed training
- ▶ Remove barriers to training
- ▶ Decrease turnover by reinforcing goals of consistency, connection and confidence of new nurses



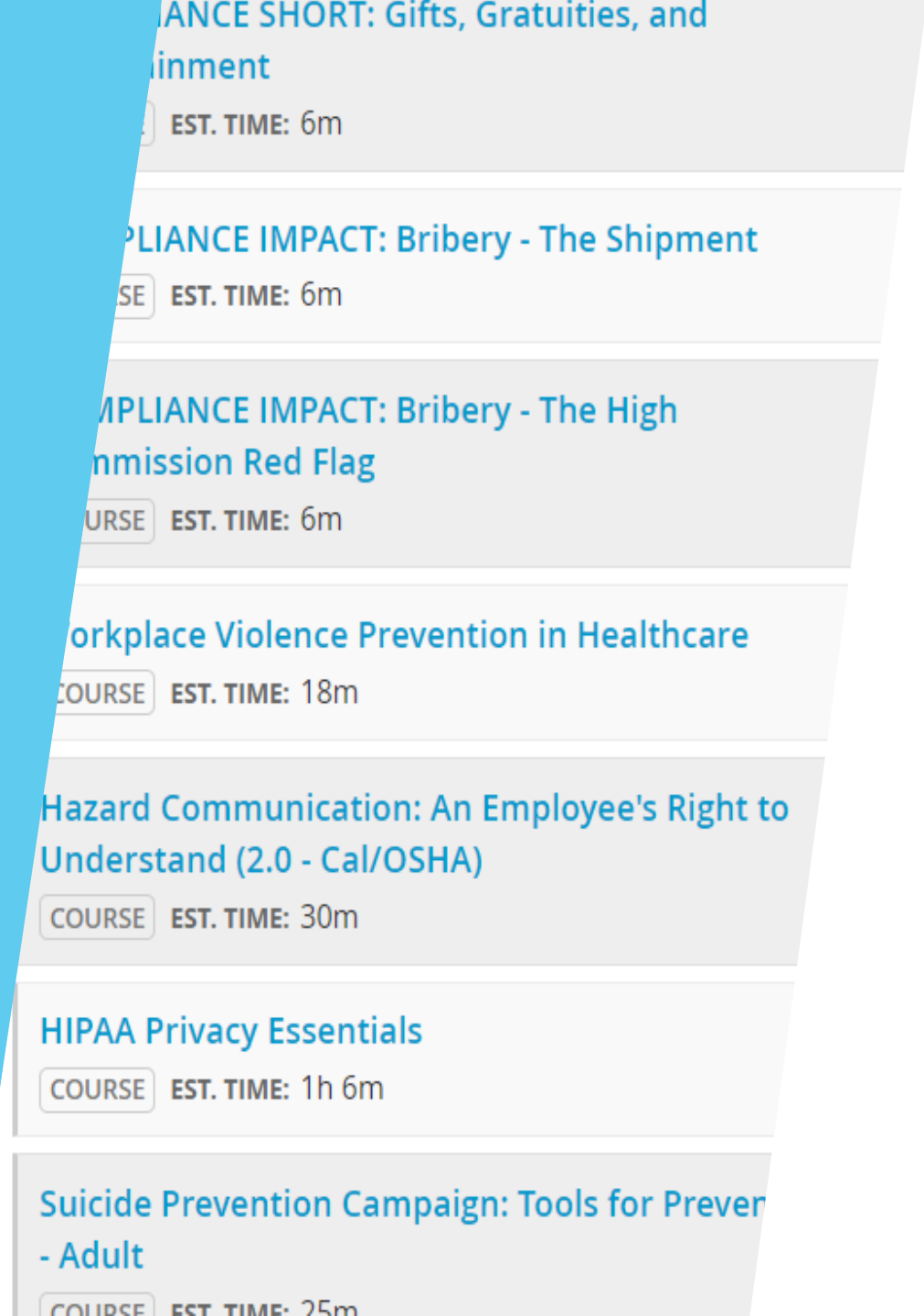
Virtual

E-book

**In-
Person**

1 - Enduring materials on LMS

- ▶ Assigned instructor-directed, learner-paced learning modules
 - ▶ HIPPA
 - ▶ Hazzard communications
 - ▶ Time keeping and payroll
 - ▶ Care of hunger striking patient
- ▶ Engagement built into courses through gamification and knowledge checks





NEW

2 - Live Synchronous Web-Based Enduring Materials

- ▶ Instructor-directed, instructor-paced introduction to correctional healthcare orientation courses (2, 4-hour courses)
 - ▶ Correctional health specialty
 - ▶ Legal issues, deliberate indifference
 - ▶ Receiving screening
 - ▶ Substance use and withdrawal
 - ▶ Question and Answer

3 - In person Skills and Shift Orientation

- ▶ Instructor-directed, Learner and Instructor Paced
 - ▶ On-site shift duty orientation
 - ▶ Skills Competency



4- Ongoing Learning

- ▶ Annual Required Trainings
 - ▶ Assigned Enduring materials in LMS
 - ▶ In-person Instructor Lead In-services
 - ▶ Skills Competency
- ▶ Learner sought
 - ▶ Continuing education available through Lippincott and LMS

Pilot Results

- ▶ Closely monitored participation and retention during pilot
 - ▶ Participation decreased turnover
 - ▶ Nurses reported increased satisfaction

Participation?	30 day	60 day	90 day
Yes 30%	93.5%	83.8%	79.1%
No 70%	73.9%	60.1%	54.6%

Challenges

- ▶ Length of courses
- ▶ Times courses can be available
- ▶ Attention and Participation
- ▶ Number of participants
- ▶ Continuing improvements

Conclusion

- ▶ Following an education design plan to develop activities that are focused on meeting practice gaps through learner objectives improves the long-term impact of training.
- ▶ Using various modalities to provide educational activities improves learner engagement and knowledge retention while also managing resources.

Questions?

Thank you

References

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Completed Virtual Instructor Lead				Retention					
	Total hire	participated		30d		60d		90d	
Aug-20	101	31	30.7%	30	96.8%	29	93.5%	28	90.3%
Sep-20	100	31	31.0%	29	93.5%	26	83.9%	25	80.6%
Oct-20	90	25	27.8%	22	88.0%	19	76.0%	17	68.0%
Nov-20	109	33	30.3%	31	93.9%	28	84.8%	25	75.8%
Dec-20	81	21	25.9%	20	95.2%	17	81.0%	17	81.0%
AVERAGES			29.8%		93.5%		83.8%		79.1%
Did not complete Virtual Instructor Lead				Retention					
	Total hire	did not participate		30d		60d		90d	
Aug-20	101	70	69.3%	49	70.0%	39	55.7%	32	45.7%
Sep-20	100	69	69.0%	53	76.8%	46	66.7%	43	62.3%
Oct-20	90	65	72.2%	43	66.2%	30	46.2%	29	44.6%
Nov-20	109	76	69.7%	54	71.1%	47	61.8%	46	60.5%
Dec-20	81	60	74.1%	49	81.7%	42	70.0%	36	60.0%
AVAERAGES			70.9%		73.1%		60.1%		54.6%