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Cleveland Clinic Abu Dhabi
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Utilizing a Learning Needs Assessment for a Defined Emergency Curriculum

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Presenter Disclosure

- Conflict of Interest: None
- Commercial Support: None

Learning Objectives

- Discuss the importance of a learning needs assessment
- Review the types of a learning needs assessment
- Identify the different components needed to develop a comprehensive specific curriculum

Continuing Education Statement

INTRODUCTION

Learning Needs Assessment

- Definition:
  - Systematic approach to examining what individuals or groups need to learn (Andelson, Manolakas & Moore, 1985)
  - Not only for Continuing Education
- Purpose:
  - Assessing the learner(s)
  - Developing appropriate educational activities
  - Prioritization of activities/offerings
- Feasibility:
  - Really not an option in our field
  - Learning=time and Time=money
- Commitment to data:
  - Let your data speak for itself
  - Data about the readiness of learners (Li, 2014).
  - Putting out fires versus being prepared for fires

Learning Needs Assessment

- Formal versus Informal types
  - Types of learning needs assessment
    - Gap or discrepancy analysis
    - Reflection on action and reflection in action
    - Self-assessment by diaries, journals, log books, weekly reviews
    - Peer review
    - Observation
    - Critical incident review and significant auditing
    - Practice review
- Promoting support and encouraging learning an environment (Wiltcher, 2015)



Make-up of Registered Nurses



http://lanjaronarabia.com/

Problems

- Making sense of the information
  - Human Resources LNA
  - Interview documents
  - General RN onboarding assessments
    - PBDS
    - ECG
    - Medication exam
  - Final specific departmental LNA
- Time
  - Educator arrived in December 2014 & ED opened on May 2015

Process

- Partnership with physicians and leadership
  - 1-week work of Emergency Nursing lectures occurred after the LNA
- Additional staff for support
  - Super users ➔ education task forces ➔ Unit Based Education representatives
- Incentives
  - Buy-in from staff
  - Certification exam assistance

LNA DEVELOPMENT



Which comes first?

The LNA or Curriculum?

LNA Development

- Recall the principles of Andragogy.
  - We will not teach you something you do not need for your job, career or professional development.
- 2015-present day
  - Emergency nursing topics
    - 150 question exam
  - Demographic related to education and work experience
  - Self-identified needs within emergency care
- 2016 and yearly
  - System-wide tool for identifying optimal learning mode of delivery, time of the day and environment

Nursing Education:

☐ BS/BSN
☐ MS/MSN
☐ Other: _____

Post Certifications

☐ Emergency Nursing
☐ TNCC
☐ Other: _____

Professional Certifications

☐ BCEN
☐ Other:

Emergency Department Experience

☐ <2 years
☐ >2 years, but <5 years
☐ > 5 years, but < 10 years
☐ > 10 years

Immediate Emergency Hospital Characteristics
Recall your most recent Emergency Hospital

☐ Free standing Emergency Department
☐ Secondary Emergency Department (transfers complex cases to another hospital)
☐ Tertiary Medical Center/Academic Medical Center (maintains complex cases in-house)
☐ Trauma Facility (24/7 in-house surgical resources- no transfers to other hospitals)

Please complete the following:
Understanding the following answers appropriately will provide the most structured education. Some examples have been provided, they are not all encompassing issues.

1. **Competence of triaging patients utilizing the Emergency Severity Index Level 1-5 (includes a having attended a formal class within the past 2 years)**
   ☐ Fully competent ☐ Need some assistance ☐ Require a refresher ☐ Not competent

2. **Competence of caring for patients with Traumatic Injuries (severed limbs, blunt injuries, gun/stab wounds)**
   ☐ Fully competent ☐ Need some assistance ☐ Require a refresher ☐ Not competent

3. **Competence of caring for patients with Cardiovascular Medical Emergencies (SVT, PE, AAA, MI, Shock)**
   ☐ Fully competent ☐ Need some assistance ☐ Require a refresher ☐ Not competent

4. **Competence of caring for patients with Neurological Emergencies (Strokes –Ischemic, Hemorrhagic, Brainstem)**
   ☐ Fully competent ☐ Need some assistance ☐ Require a refresher ☐ Not competent

5. **Competence of caring for patients with Obstetric/Gynecological Emergencies**

Please read each question carefully. Select your response by circling the correct best answer. No scrap paper will be provided or utilized. There is only one correct answer for each question. Any answers that do not have a clear distinct circle will be marked as wrong. You will turn in all components of this packet in the envelope to the Nurse Educator.

1. A patient presents to the emergency department after a snakebite to the leg. The patient has a sudden onset of bleeding from the nose and blood in his urine. Blood is oozing from the venipuncture and intravenous insertion sites. The nurse should expect laboratory findings to reveal.
   A. A decreased platelet count
   B. A decreased prothrombin time
   C. Increased Factor XIII
   D. Decreased fibrin split products

2. A patient is being discharged with a presumptive diagnosis of primary herpes simplex viral infection. The patient understands discharge instructions if she states,
   A. "Acyclovir will cure my herpes"
   B. "My boyfriend will not get this if he uses a condom"
   C. "If I get pregnant, I can pass the disease to my baby"
   D. "I know that this first episode will last only 4 or 5 days"

3. A patient presents to the emergency department 30 minutes after an insect bite to the leg. The wound is erythematous, swollen, and indurated. The nurse should first
   A. Perform an Allen's test
   B. Examine the inguinal lymph nodes
   C. Check the pulses proximal to the wound
   D. Evaluate breath sounds

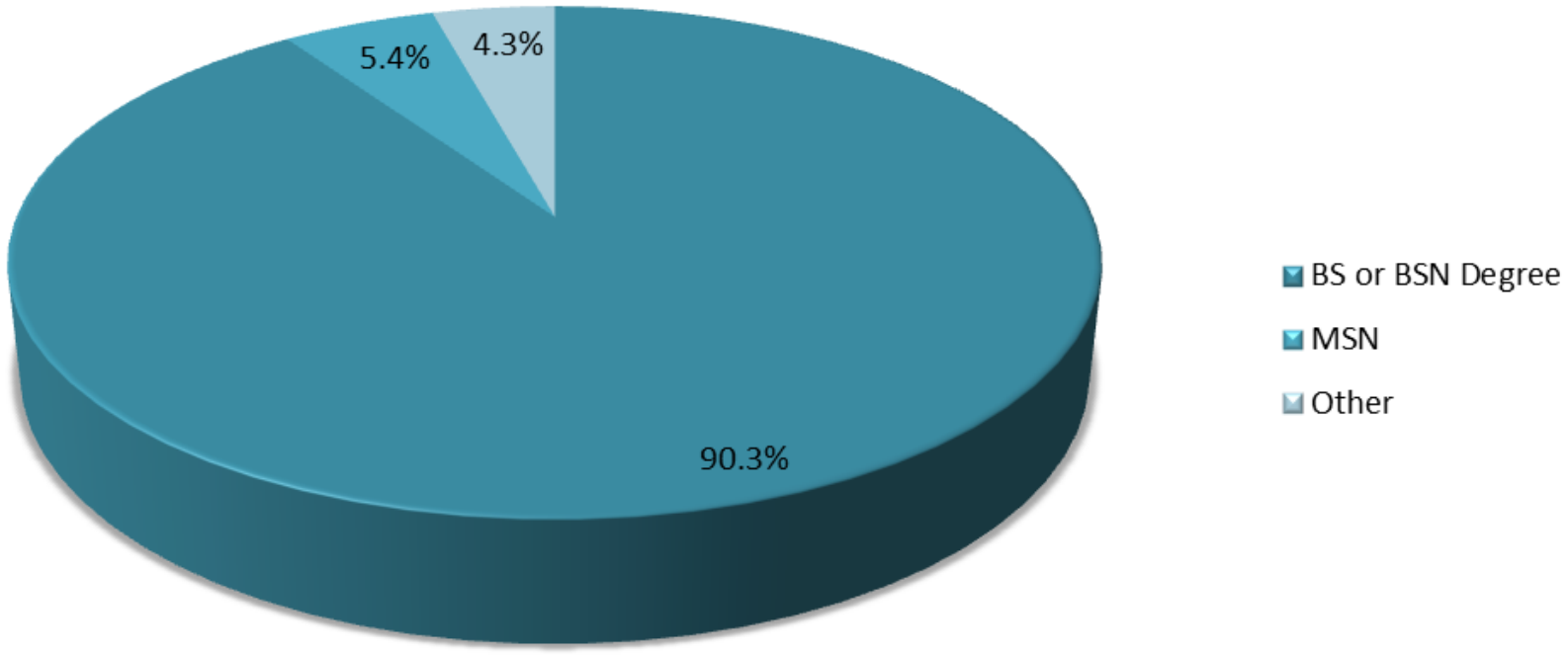
4. Which of the following is the most common finding in pulmonary embolism?
   A. Dyspnea
   B. Crackles (rales)
   C. Fever

Do NOT Redistribute

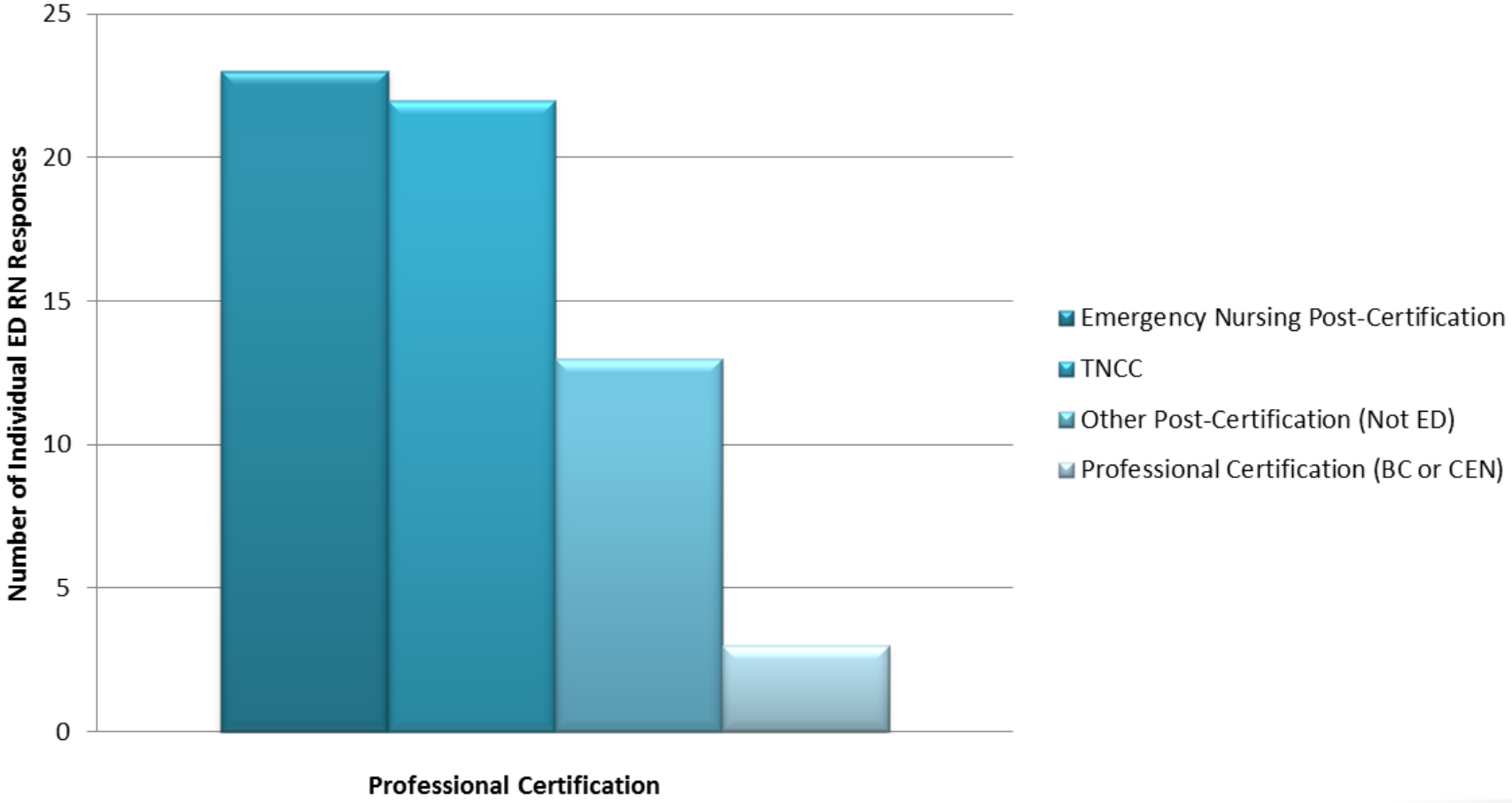
Demographics

RESULTS

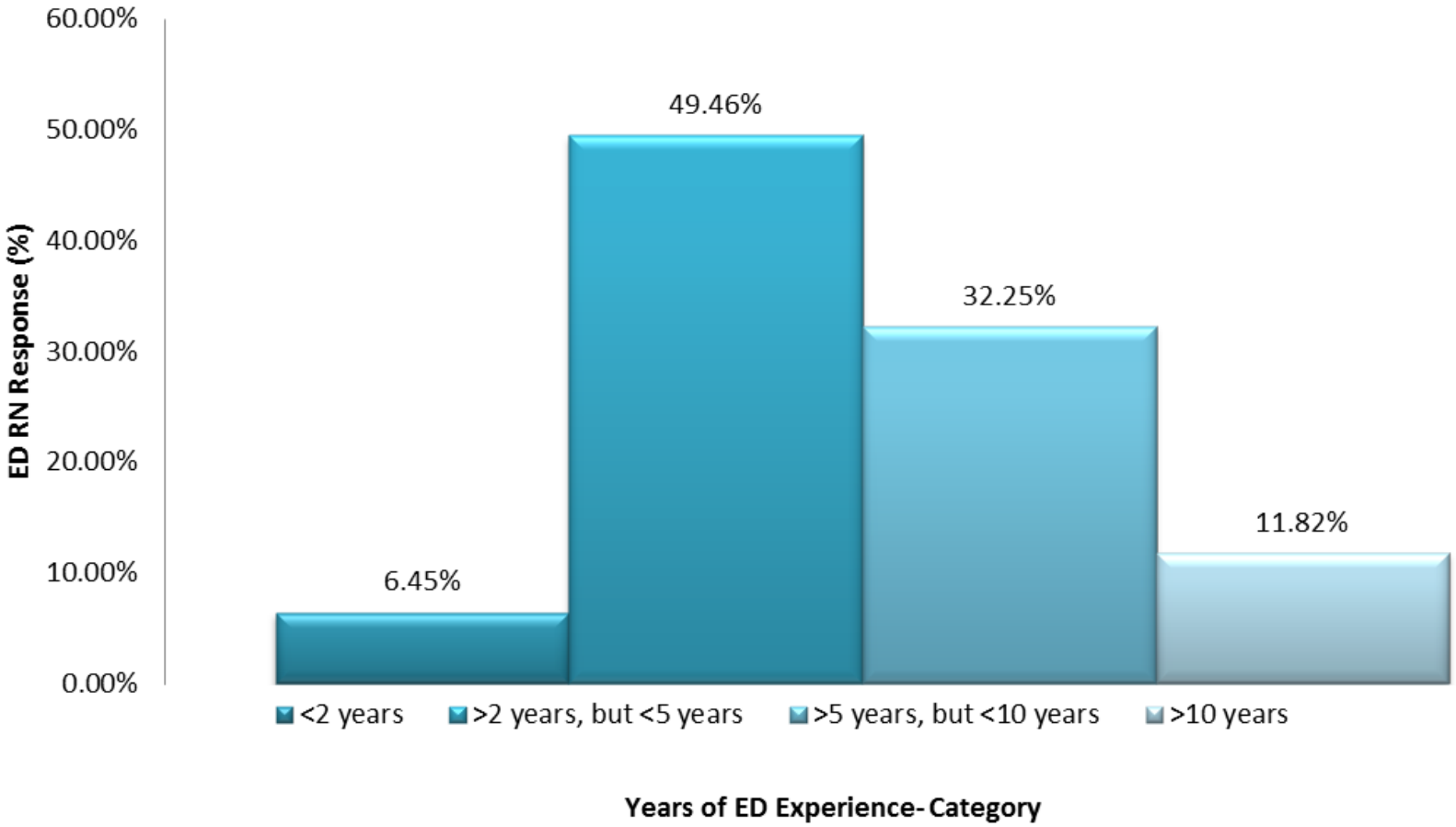
Center for Emergency Medicine
Registered Nurse- Education (N=93)
March 2015-August 2017



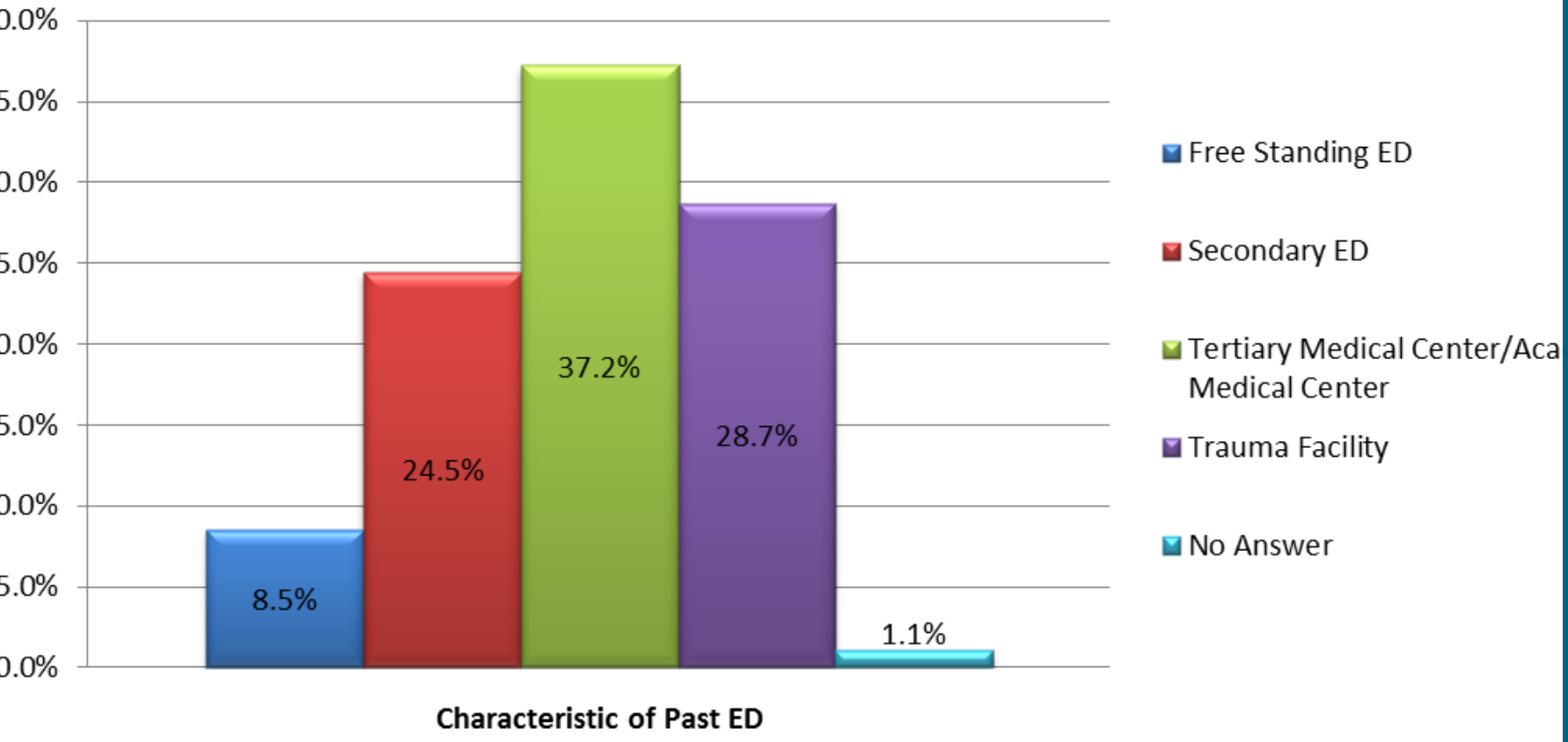
Center for Emergency Medicine
Registered Nurse- Professional Certification (N=94)
March 2015-August 2017



Center for Emergency Medicine
Registered Nurse- Years of ED Experience(N=93)
March 2015-August 2017

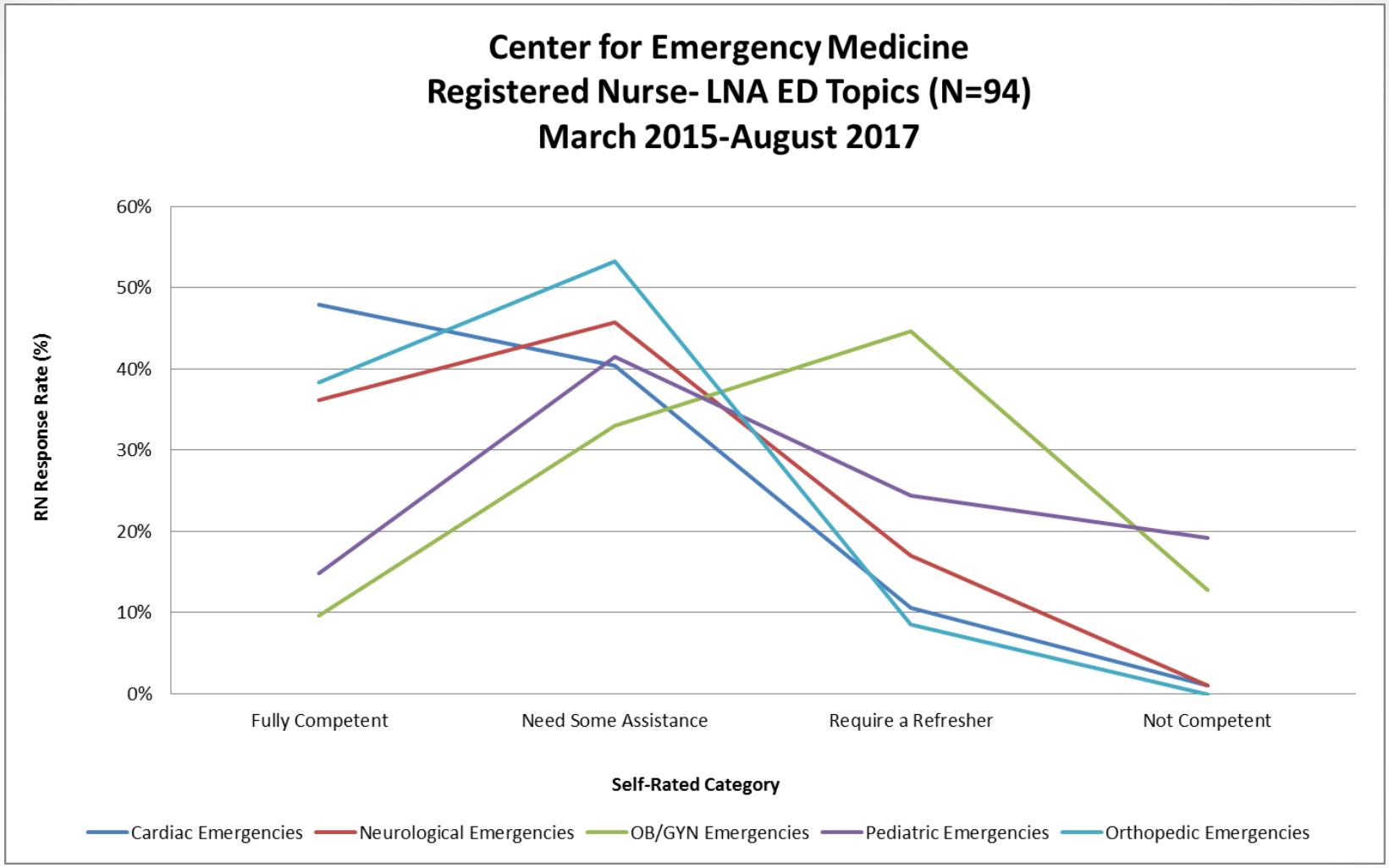


Center for Emergency Medicine
Registered Nurse- Type of Past ED (N=94)
March 2015-August 2017



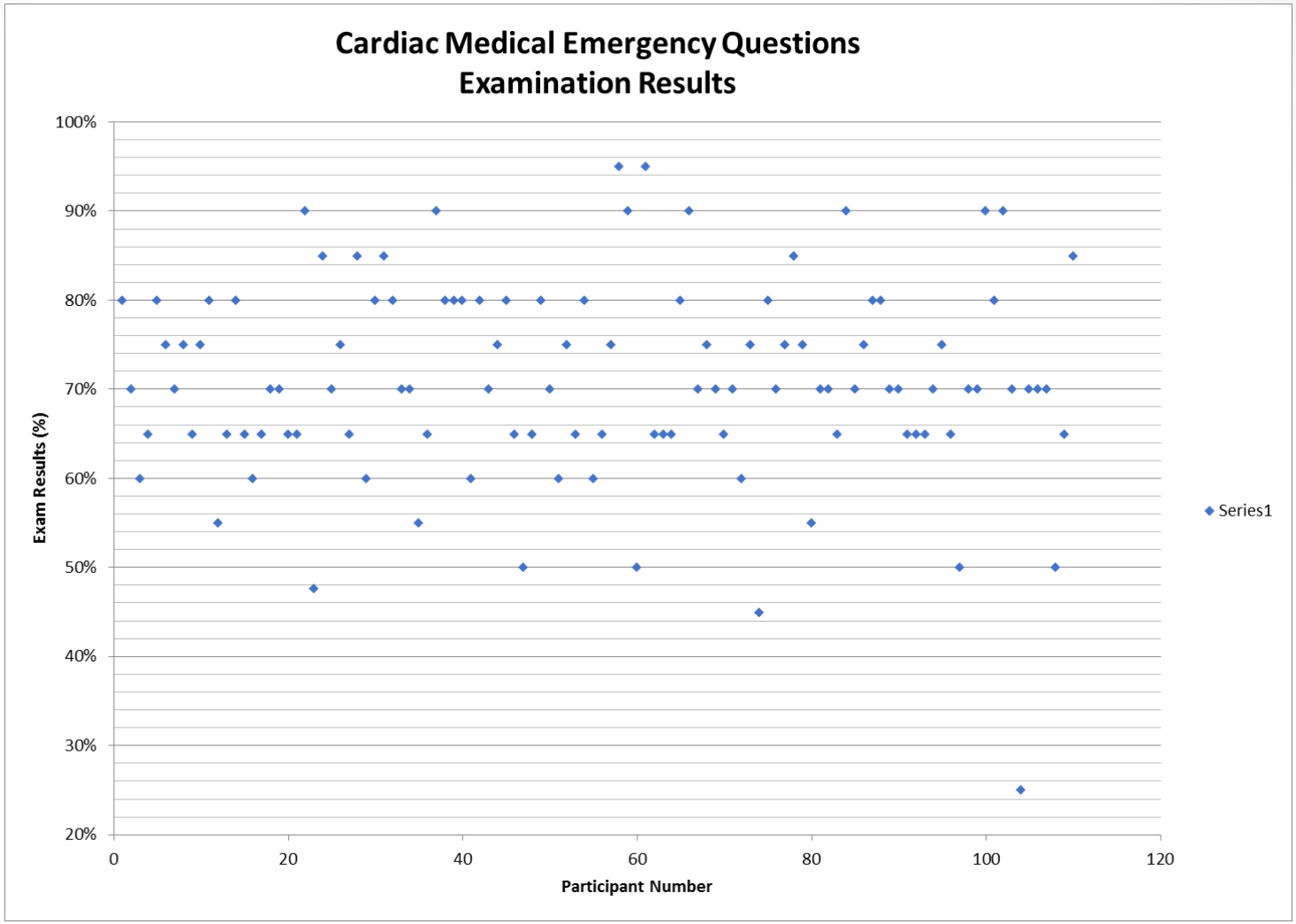
Self-identifies Needs- ED Specific

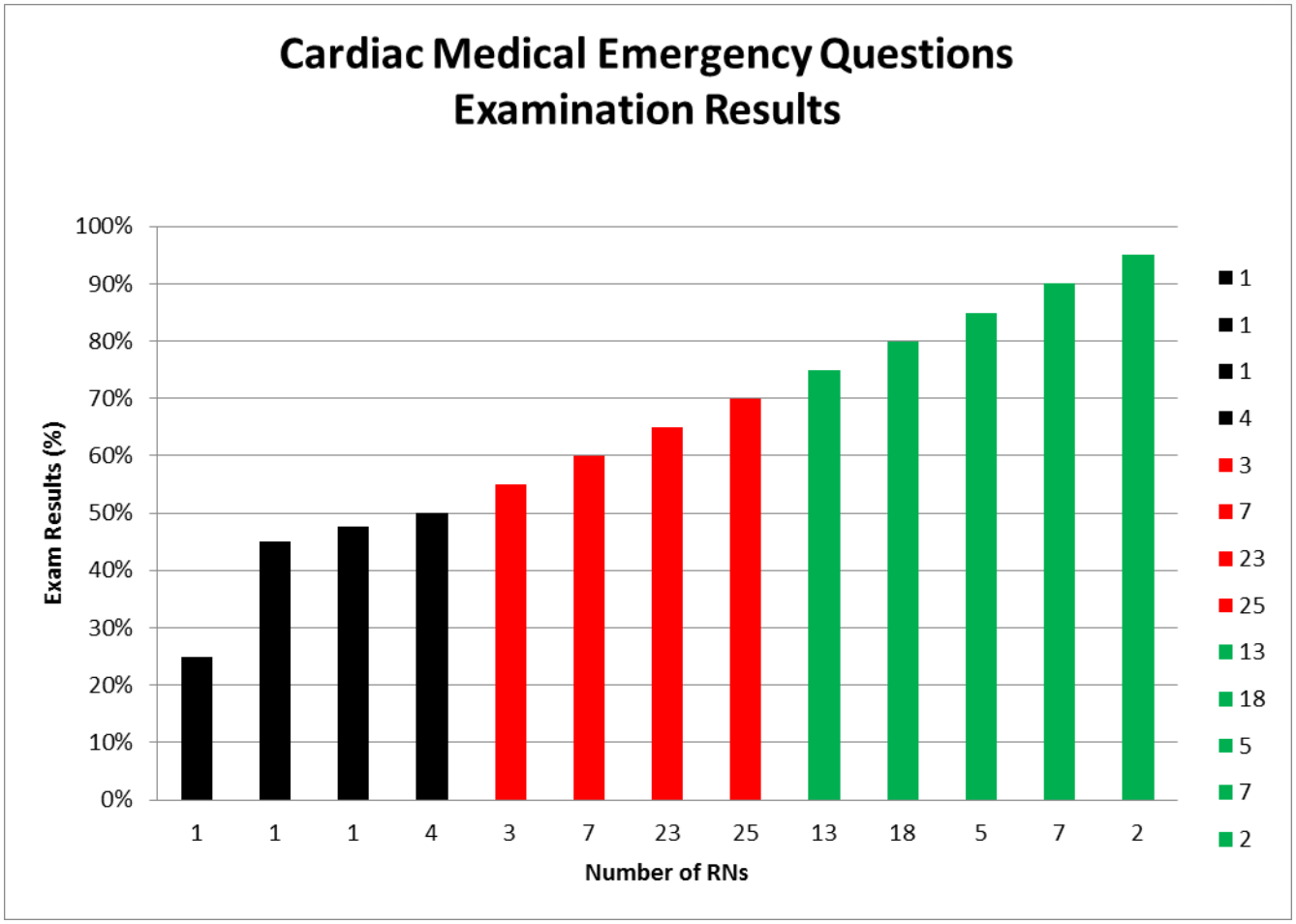
RESULTS


Center for Emergency Medicine
Registered Nurse- LNA ED Topics (N=94)
March 2015-August 2017
RN Response Rate (%)
60%
50%
40%
30%
20%
10%
0%
Fully Competent
Need Some Assistance
Require a Refresher
Not Competent
Self-Rated Category
Cardiac Emergencies
Neurological Emergencies
OB/GYN Emergencies
Pediatric Emergencies
Orthopedic Emergencies

150 ED Specific Assessment

RESULTS


Cardiac Medical Emergency Questions
Examination Results
100%
90%
80%
70%
60%
50%
40%
30%
20%
Exam Results (%)
0
20
40
60
80
100
120
Participant Number
Series1


Cardiac Medical Emergency Questions
Examination Results
Exam Results (%)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1 1 1 4 3 7 23 25 13 18 5 7 2
Number of RNs
1
1
1
4
3
7
23
25
13
18
5
7
2

Corporate LNA from Clinical Education Department

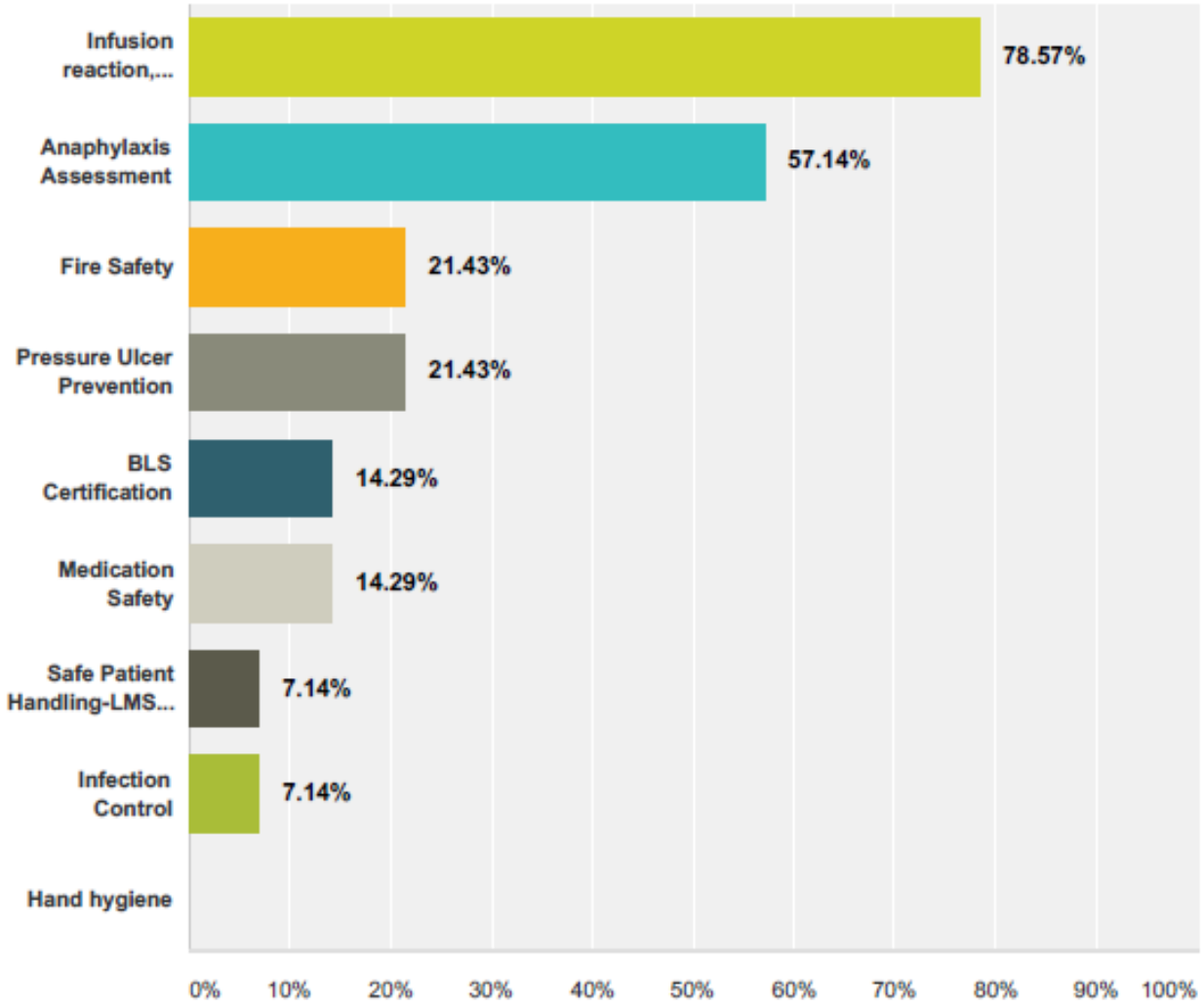
RESULTS

September 30, 2016

- Data was collected during an e-service
- One set collection time frame
- Response rate was 33%
- Some questions asked were basic and non-specific to ED

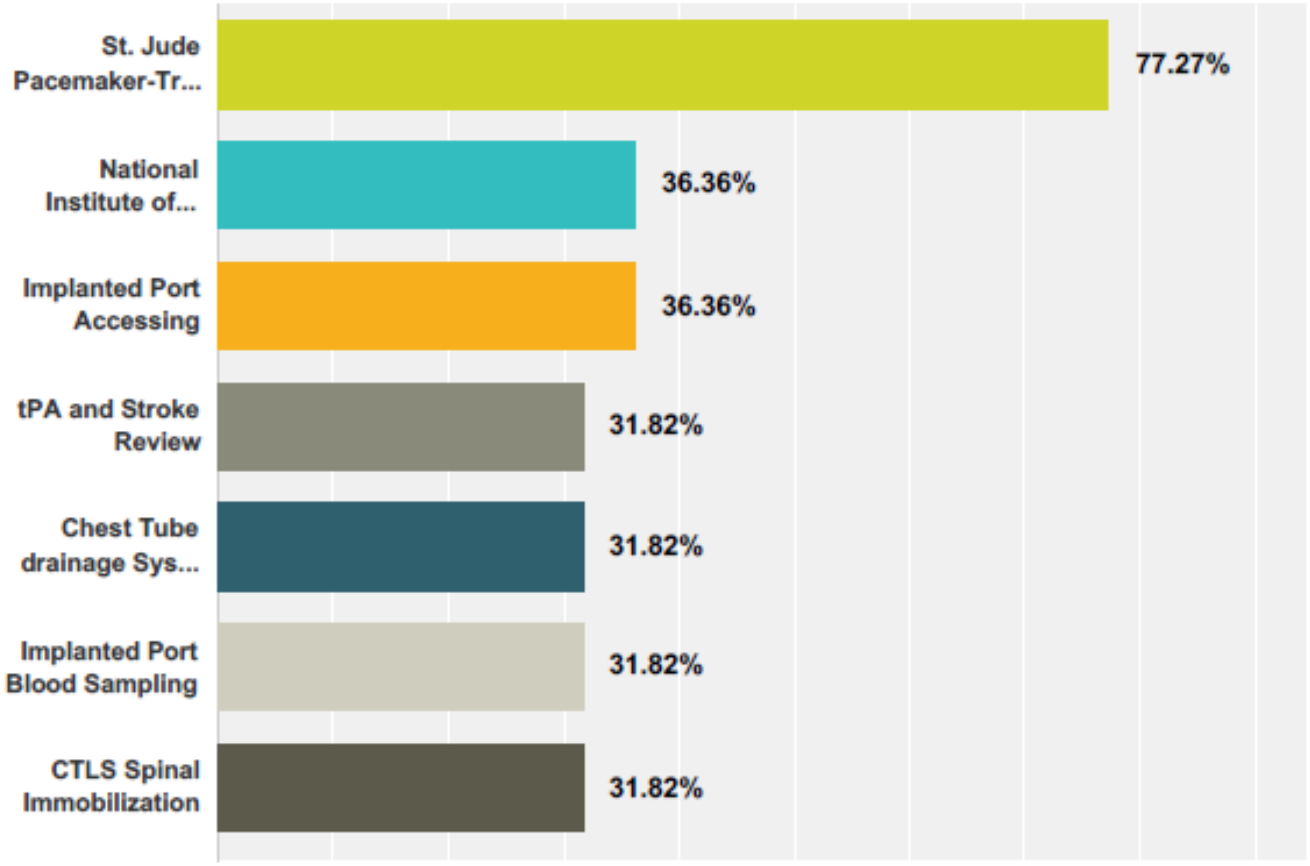
Identify any of the following CCNO Core Skills(as many as you like) that you would need more learning

Answered: 14 Skipped: 12



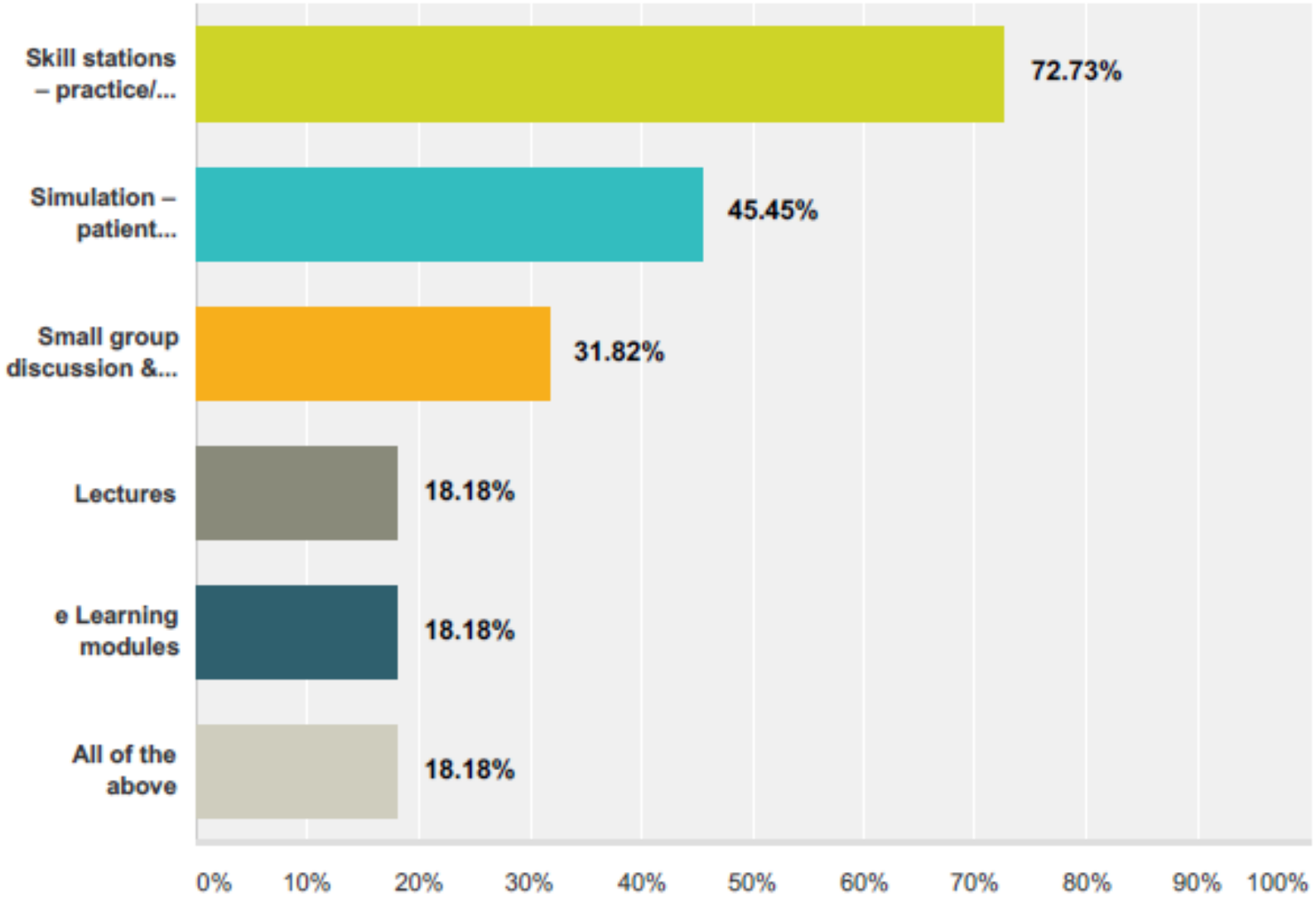
Identify any of the following unitspecific specialty skills(as many as you like) that you would need more learning

Answered: 22 Skipped: 4



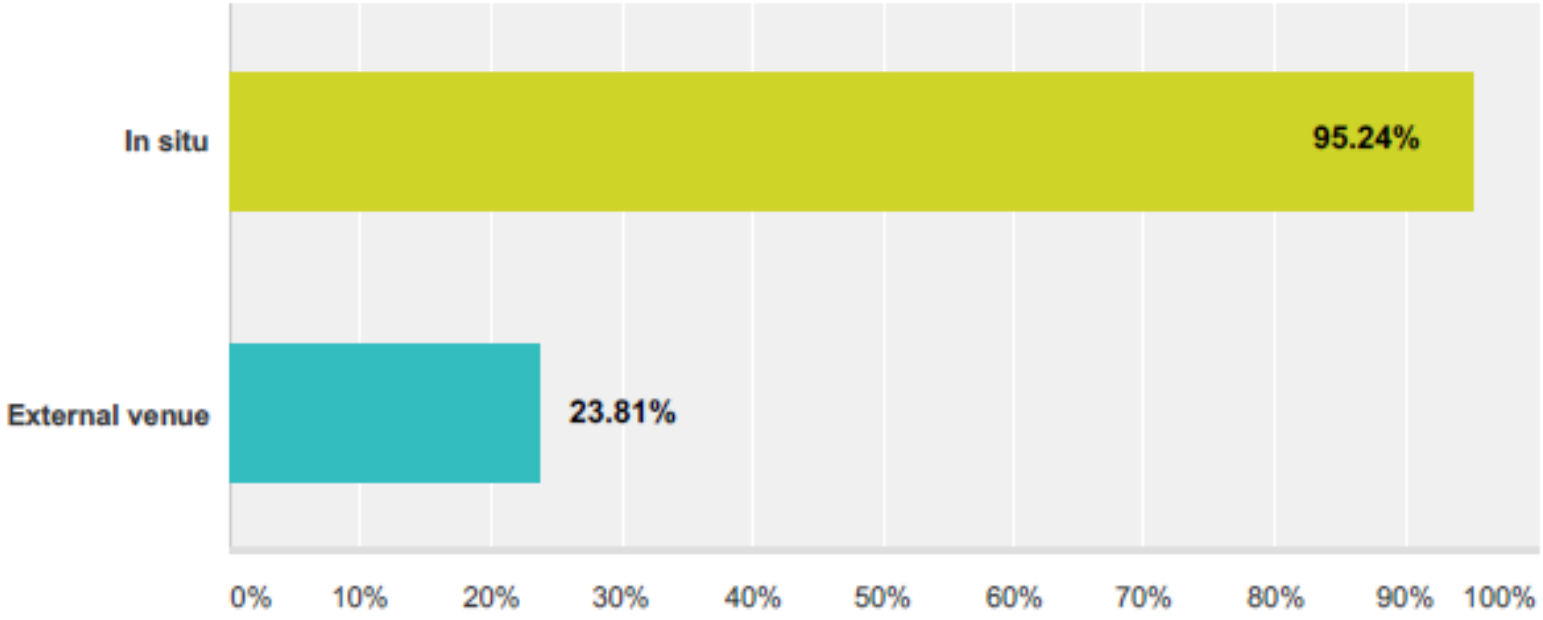
Which method of learning do you prefer?

Answered: 22 Skipped: 4



You like to have the training In situ or external venue?

Answered: 21 Skipped: 5



Planning, Development & Implementation

ED CURRICULUM

Only you know what you don’t know…
Until I find out that you really don’t know what you thought you knew.

Curriculum may be defined as
“the learning activities that are designed to achieve specific educational goals”. (Yuen, 1987)

ED Curriculum

- Staying up-to-date on specialty literature, best practices and trends in healthcare.
- Understanding organizations key performance indicators and current data trends.
- Stratifying low volume/high risk skills
- Planning methods for topics (gamins, high vs low fidelity simulation, role playing) (Cain & Piascik, 2015)
- Mandatory requirements versus educational offerings
- Completing continuing education applications
- Non-productive time/protected time agreement
- Advertisement to staff

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Emergency Medicine Institute
2017 Nursing Education Protected Time

Dear Emergency Medicine Institute Leadership Team,

This document is to review and seek approval for the Emergency Medicine Institute (EMI) 2017 Education Protected Time. The requested time is 9 to 10 hours of protected time (excluding the 7 hours for ED Team Training). Library Cards of Registered Nurses' (RN) completed time will be kept in a binder in the Education Office. RNs will receive time back in lieu on the discretion of the EMI management team. RNs are expected to review the 2017 Education Calendar that is sent out monthly for offerings.

The following activities have been listed as in-situ Core Skills requiring the EMI Registered Nurses (RN) to keep skills up-to-date and valid. It is mandatory that the RN attend one of the sessions for each Core Skill. The RN may at some point throughout the year, re-visit a session if needed. The maximum dedicated time allotted for each RN for 2017 is listed. Any time above and beyond this dedicated time is on RN personal time. This time does not include education required for orientation/onboarding to the EMI. Only 1 session of the ESI Triage Class is required to be completed per year. (*) requires the RN to be off the unit for the specific training.

Core Skills Set	Maximum Dedicated Time
2017 TPA/Stroke Care *CE*	60 min
Airway Validation Session	30 min
Arterial Lines & Waveform Session	30 min
CVAD Bundle & CLABSI Session	30 min
Phillips Triad/ECG/Holter Session	30 min
Chest/NG Tube	30 min
Blood Product/Level 1	30 min
Foley Catheter/Bladder Scanner/Sterility	30 min
Orthopedics/Immobilization	15 min
Medical Equipment Review	15 min
Rapid Sequence Intubation- Simulation* *CE*	120 min
Basic ESI Triage* *CE*	180 min
Intermediate ESI Triage* *(pre-req) CE*	120 min
Advanced ESI Triage* *(pre-req) CE*	120 min
ED Team Training* *CE*	420 min (7hr)

The following, continuing education, activities have been listed as professional development requirements for the RN.

Professional Development	Date	Maximum Dedicated Time
EMI Journal Club *CE*	Quarterly	60 min
Hot Topics in Emergency Care *CE*	Quarterly	60 min
Evidence Based Practice in Emergency Nursing *CE*	Quarterly	60 min
Essentials of Emergency Nursing Review *CE*	Monthly	60 min

In addition to the above required activities, there may be assigned Learning Management System modules pertaining to CCAD hospital-wide required education.

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Golden Hour of Ischemic Stroke: 6

Reconstitution of 50 mg vials: 6

Activase Administration: 6

Spontaneous Intracerebral Hemorrhage: 6

Airway Management Session 7

Oxygen Administration: 7

OPA insertion/care: 7

NPA insertion/care: 7

Colormetric Devices: 7

Foley Catheter Care Bundle 8

Indwelling urinary catheter (Foley) care and management: 8

Indwelling urinary catheter (Foley) insertion, female: 8

Indwelling urinary catheter (Foley) insertion, male: 8

Bladder Ultrasonography (Scanner): 8

Sterile Technique-Basic: 8

Blood Product Administration & Level 1 Rapid Infuser 9

Blood and blood product transfusion reaction management: 9

Blood and blood product transfusion: 9

Level 1 Rapid Infuser: 9

Rapid Sequence Intubation-Simulation Session 10

Emergency Medicine Institute Compendium

Mandatory Nursing Core Skills
Emergency Medicine Institute

Tissue Plasminogen Activator & Stroke Review

Sessions are available in the following months:

Throughout the year

Please view the following for a review prior to attending the session:

Golden Hour of Ischemic Stroke:
https://www.activase.com/iscstroke/golden-hour-acute-ischemic-stroke

Reconstitution of 50 mg vials:
https://www.activase.com/iscstroke/dosing-and-administration/reconstitution-of-50-mg-vials

Activase Administration:
https://www.activase.com/iscstroke/dosing-and-administration/activase-administration

Spontaneous Intracerebral Hemorrhage:
https://www.uptodate.com/contents/spontaneous-intracerebral-hemorrhage-treatment-and-prognosis?source=search_result&search=intracranial%20hemorrhage&selectedTitle=1~150#H1

Please view the following document for the checklist at the session:

Appendix B

Arterial Line Bundle & Waveform Comprehension:

Sessions are available in the following months:

February 2017

July 2017

Please view the following for a review prior to attending the session:

Arterial Catheter Insertion – Assist:
http://procedures.lww.com/lnp/view.do?pId=2451199&hits=arterial,set,pressure,line,pressures&a=false&ad=false

Arterial Pressure monitoring:
http://procedures.lww.com/lnp/view.do?pId=2451192&hits=arterial,set,line,pressures,pressure&a=false&ad=false

Arterial Line blood draw:
http://procedures.lww.com/lnp/view.do?pId=2451194&hits=line,arterial,lines,pressure,set&a=false&ad=false

Chapter 21: Hemodynamic Monitoring:
http://advisor.lwwhealthlibrary.com/content.aspx?bookId=730&sectionId=51038300&resultClick=1#51054779

Please view the following document for the checklist at the session:

Appendix F

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2017 EMI Education Library Card

Murphy	Marion		January 1, 2017
LAST NAME- *print*	FIRST NAME- *print*	EMPLOYEE ID	DATE

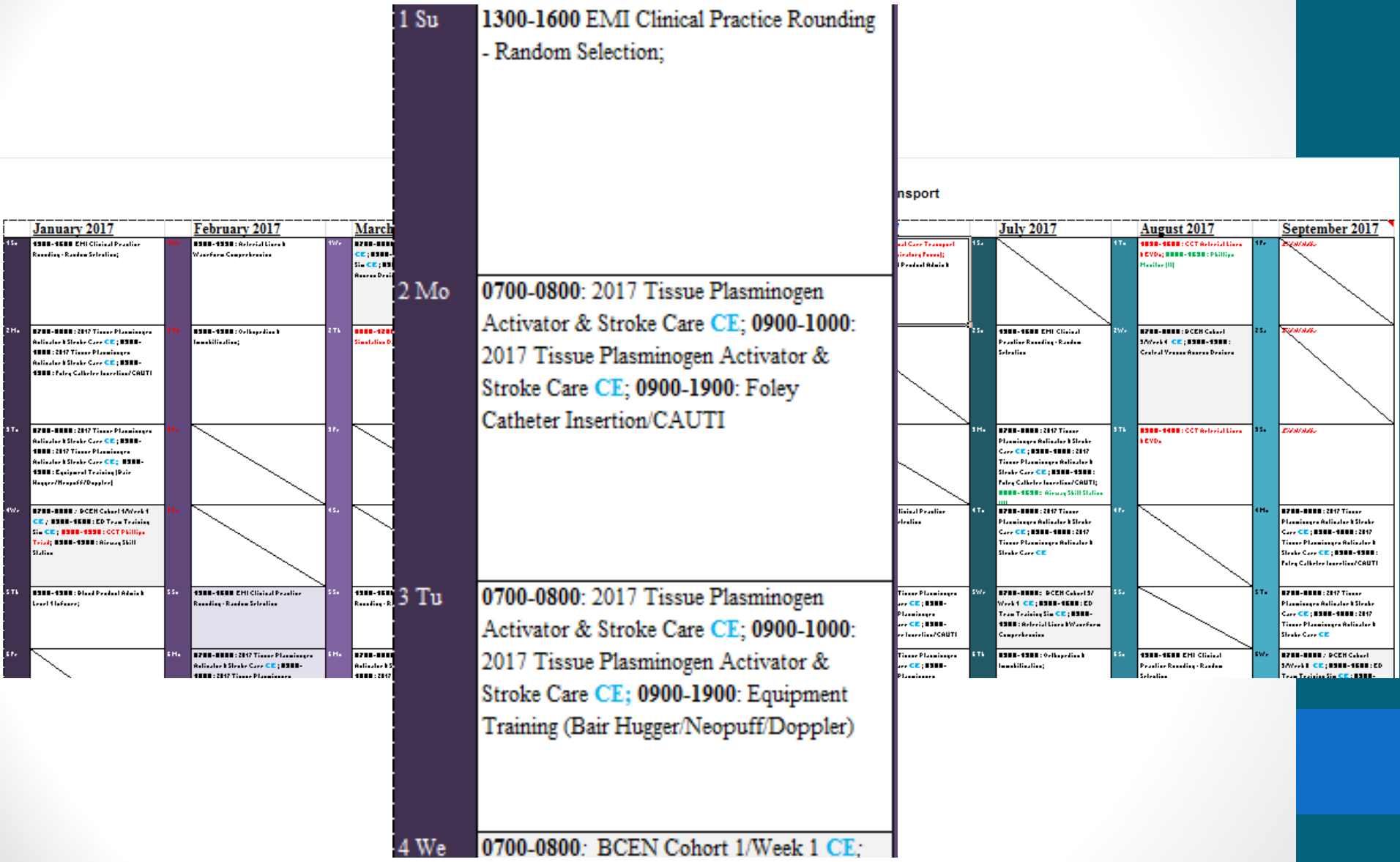
Date of Attendance Day/Month/Year	EMI Core Skills Professional Development	RN Signature of Attendance	Dedicated Time (min)	Clinical Education Manager/Clinical Instructor/Unit Based Educator Signature of Verification*
	2017 Tissue Plasminogen Activator & Stroke Care			
	Airway Skill Station			
	Arterial line bundles & waveform comprehension			
	Blood Product Admin. & Level 1 Infuser			
	Central venous access device bundle			
	Chest/ Nasogastric Tube Bundle			
	Equipment Training (Bair Hugger, Neopuff, Doppler			
	Foley Catheter Insertion/CAUTI			
	Orthopedic and Immobilization			
	Phillips Triad, ECG & Holter Monitor			
	Rapid Sequence Intubation			
	Basic: Emergency Severity Index Triaging			
	Intermediate: Emergency Severity Index Triaging			
	Advance: Emergency Severity Index Triaging			
	ED Team Training- Simulation Center			

EMI Library Card- Front

Date of Attendance Day/Month/Year	EMI Core Skills Professional Development	RN Signature of Attendance	Dedicated Time (min)	Clinical Education Manager/Clinical Instructor/Unit Based Education Representative Signature of Verification*
	Clinical Practice Rounding			
	Essentials of Emergency Nursing Review: Cardiac			
	Essentials of Emergency Nursing Review: GI			
	Essentials of Emergency Nursing Review: GU/OB/GYN			
	Essentials of Emergency Nursing Review: Max/Ocular			
	Essentials of Emergency Nursing Review: Medical			
	Essentials of Emergency Nursing Review: Neuro			
	Essentials of Emergency Nursing Review: Ortho/Wound			
	Essentials of Emergency Nursing Review: Pych/Social			
	Essentials of Emergency Nursing Review: Respir			
	Essentials of Emergency Nursing Review: Shock			
	Essentials of Emergency Nursing Review: Substance Abuse/Toxicology/Environment			
	Hot Topics			
	Journal Club			
	EBP			
	Optional: BLITZ			

*Documentation of EMI Core Skills and Professional Development must be present before completing this column.
**Nurses who do not successfully complete the EMI Core Skills Validation and require further remediation will still need this column completed.
Caregivers may attend more than one session. Those caregivers who do not successfully complete the EMI Core Skills Validation will be required to complete

EMI Library Card- Back


1 Su
1300-1600 EMI Clinical Practice Rounding - Random Selection;
2 Mo
0700-0800: 2017 Tissue Plasminogen Activator & Stroke Care CE; 0900-1000: 2017 Tissue Plasminogen Activator & Stroke Care CE; 0900-1900: Foley Catheter Insertion/CAUTI
3 Tu
0700-0800: 2017 Tissue Plasminogen Activator & Stroke Care CE; 0900-1000: 2017 Tissue Plasminogen Activator & Stroke Care CE; 0900-1900: Equipment Training (Bair Hugger/Neopuff/Doppler)
4 We
0700-0800: BCEN Cohort 1/Week 1 CE;
nsport
January 2017
February 2017
March
July 2017
August 2017
September 2017

It is never over

CONCLUSION

Conclusion

- Monitoring results
  - More than just completion rates
  - Monitor attendees and performance
  - Adjustments to learning methods or needs of learner
- Analyzing the results of LNA
  - Did the tool provide the answers needed to guide the curriculum planning? (Pilcher, 2016)
    - Return rate
- Analyzing the results of educational activities
- Analyzing core measures

Conclusion

- Remember that the problem is not *always* a learning need.
  - Rather than education, look at the situation and ask for assistance from the management/leadership team (Pilcher, 2016).
    - Assess processes, attitudes or other issues affecting compliance.

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