Bridge to Practice: Connecting Online Courses with Institutional Practice

Presentation Authors

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Conflict of Interest Disclosure

I do not have any conflicts of interest to disclose.
Background

• National Institutes of Health
  – Federal institution
  – Comprised of 27 Institutes and Centers
  – 200 bed hospital devoted to clinical trials
  – No emergency room, OB/GYN or neonate units

No other hospital like it!

• ALL of our patients are on a clinical trial(s)
  – Specializing in Phase 0, I, and II trials
  – Natural History studies
• Clinical Research Nursing (CRN) specialty designation
• Check out “First in Humans” to learn more about what we do!

Learning Outcome

By the end of the session, participants will be able to identify at least one opportunity in their organization to develop a “Bridge to Practice” session.
Bridge to Practice

On-line Learning in Nursing Professional Development

• Not just for yearly training anymore
• Use ranges from “just in time teaching” to PhD
• Advantages abound:
  – Self paced
  – Multiple access points and times
  – Can be easily interrupted, restarted, rescheduled
• Ideal for increasing knowledge

Computer Based Training

• Online instruction
  – established teaching method in academia
  – emerging format utilized by Nursing Professional Development practitioners in the hospital setting
• Commercially available online courses have wide appeal
  – cannot address specific institutional policies, procedures, practices and their relation to the general content of the course
  – Do not provide hands-on training.
On-line Nursing Education Gap

- Commercial online courses provide general information on a topic but do not address institution specific standards, policies and procedures. Nursing Professional Development (NPD) practitioners are tasked with closing this gap.

- The “Bridge to Practice” is an engaging and interactive in-person class developed by NPD practitioners to connect the knowledge and practice gap.

Our Trip Over the Bridge

- Started with the transition from in person Chemo/Bio Provider course to online ONS Certificate Program
- Used the Plan-Do-Check-Act cycle of performance improvement to design this new process of using an online course and bridging the gap of institutional knowledge required

Combining Online with Bridge to Practice

- Online Courses:
  - Opportunity to utilize professional organization online content (AKA content experts)
  - Poll content experts in the field and keep the materials up to date and within industry stands
- Bridge to Practice Course:
  - We excel at content application framed by institutional policies and procedures
  - Capitalize on online classes and support specific organizational information to support the learner
“In theory, there is no difference between theory and practice … In practice there is”

- Yogi Berra

Institutional Practice BTP Content

• Classes were developed to close the gap between online content and the application of the course principles within an institution
• BTP content was developed from
  – Policies
  – Procedures
  – Standards of practice
  – Trends identified from performance improvement indicators occurrence reports
  – Needs assessment
  – Clinician expertise

In-Person BTP Sessions

• In-person classes provided an opportunity to dialogue and reinforce best practice
• Sessions helped participants identify institutional resources and apply them to nursing practice
• Experienced clinical leaders and subject matter experts were recruited to clarify content, respond to institution specific questions, and dispel misconceptions.
• Group discussions provided for an exchange of ideas and patient treatment experiences..
Have it your way!

- Option to correct discrepancies in practice between the online course and institutional standards
- Products used at the bedside (i.e. dressing supplies, pumps) – this allows a bridge from manufacturer’s advice versus how the institution uses the equipment
- Alleviates the burden at the unit level, provides interdepartmental consistency across the units – everyone doing the same thing the same way thus building a foundation for competency

Time and Space for Competency Validation

- BTP also offered a unique opportunity for hands-on, small group instruction for those ready for competency validation/re-validation
- Competency validation away from the bedside creates a safe environment for gentle correction and learning in a less vulnerable setting

Evaluation of BTP

- Course participants reported the in-person discussions and hands-on practice enhanced their online learning experience.
- Participants appreciated time to synthesize new knowledge in the context of institution policy and the focus on institutional practice.
The First BTP

• Utilized the Plan-Do-Check-Act Cycle for Performance Improvement
• Project group consisting of 3 Nurse Educators and 1 Clinical Nurse Specialist
• Support from Central Nursing Education Department and Oncology as well as Med/Surg Services Leadership

Plan: Assess Gap and Propose Course

• Assess current state of the Nursing Department
  – What do our RN’s need to know to administer chemo/biotherapy? Where are the knowledge gaps? How can we address the gaps?
• Maintain institutional standards of excellence:
  – Pilot ONS/ONCC Online Chemotherapy/Biotherapy certificate course
  – Examine the pro’s & con’s of developing our own course
• Decision Made… ONS/ONCC Chemo/Biotherapy Online Certificate Course BUT with a little extra …

Bridge to Practice (BTP) Development

• To enhance consistency
  – Independent double check process
  – Closed system transfer device (CSTD)
  – Post-treatment bodily fluid precautions
  – Patient education
• To address knowledge gaps
  – Occurrence report data
  – Specific NIH policies/procedures and RN practice
Support for Online aka Computer Time

- Contact Hour Conversion
  - 15.5 contact hour online course
  - Participants given 16 hours of “computer” time
- Screen Time limits for adults
  - Settled on 4 hour increments for supported computer time

Do: BTP Options

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
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<tbody>
<tr>
<td>• 5 four-hour sessions</td>
<td>• 1 four-hour session</td>
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<tr>
<td>• 7:30-11:30am</td>
<td>• 16 hours of non-direct care time to complete the online learning</td>
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<tr>
<td>• Content during the first 45 minutes of each session and remaining time to complete online course modules</td>
<td>• Session taught in a multi-purpose room</td>
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<td>• Sessions taught in a computer classroom</td>
<td>• Typical participant – had an office with access to a computer (i.e. clinical educator, clinical manager, etc.)</td>
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<tr>
<td>• Typical participant – bedside nurse</td>
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BTP Session Summaries

#1 - Course expectations and e-learning tools
#2 - Independent double check and cumulative dosing
#3 - Occupational exposure and surface contamination
#4 - NIH policies/procedures, spill clean-up, PPE
#5 - Extravasation prevention/management and competency revalidation plan
Spills, Thrills, and Where's Waldo?

CHECK - Success

- 250+ nurses have successfully attended NIH BTP with <5 who did not pass ONS/ONCC final chemo/bio course
- PPE hands-on practice with spills, clarifying which PPE to wear with which type of administration
- Clarification of SOPs/PROs
- Every unit routinely administering chemo now has a chemo check station which includes safe handling of hazardous drugs

Act: What we learned along the way

- Vouchers:
  - Bulk voucher purchase from ONS
  - Redeem vouchers 2-3 months in advance
- Scheduling:
  - Each unit needs to develop their own plan
- Computer:
  - Baseline computer technology – start with the basics
  - Needed a computer center with 24/7 access
  - Adaptation to e-learning
- Marketing
  - Frequent announcements and reminders to participants
Expansion of Bridge to Practice

- Current Offerings:
  - ONS Chemo/biotherapy New Provider Course
  - ONS Chemo/biotherapy Provider Renewal Course

- Planning:
  - ONS Bone Marrow Transplant Course

- Proposal:
  - Critical Care Neuroscience Course

Applying BTP Model

- Insert Model Image Here

Questions?
Thank you!

Please feel free to contact me with questions at
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