



Service Priorities and Programmes Electronic Presentations

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Dose application of social cognitive theory improve learning outcomes of clinical nurse training of different departments?

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Introduction

Post-operative pain has been a major concern for surgical patients and health care professionals. Poorly controlled post-operative pain results in harmful effects e.g., delay recovery process. Advanced technology and analgesia methods such as patient controlled epidural analgesia and regional analgesia have been used for many years. Hospital-based training programme has been organizing for years to equip hospital nurses to take care of patients with different analgesia methods; however, there were negative feedbacks of existing training programme e.g., the programme content was only somewhat relevant to clinical need and the duration is too long.

Objectives

1. To develop a departmental-based training programme based on Social Cognitive Theory (SCT) and adult learning principles (ALP)
2. To conduct training programme to Orthopaedic (O&T), Obstetric & Gynaecological (O&G), Paediatric (Paed) and Surgical (Surg) departments
3. To improve nurses' knowledge and skill on acute pain management and equip them to take care of patients with different analgesia methods

Methodology

Theoretical framework

The development of departmental-based acute pain management training programme was based on SCT (observational learning and self-efficacy) and ALP (relevancy and motivation to learn). Demonstration enhances learning through four process of observational learning: attention, retention, production and motivation. Return demonstration promotes self-efficacy.

Programme structure and evaluation

This was a 2-2.5 hours programme consisted of lecture and workshop. The lecture consisted of two parts: 1) general knowledge on acute pain management i.e. common analgesics, principles of analgesic prescription and patient controlled analgesia (PCA). 2) Nursing care of patients with different analgesia methods, i.e., intravenous, epidural and nerve block. The workshop included demonstration and return demonstration on psychomotor skills of relevant nursing care e.g., removal of epidural catheter. All nurses participated in part 1 lecture; part 2 lecture and workshop were organized based on the need of individual Department to enhance learning motivation. Programme evaluation consisted of multiple choice questions, psychomotor skill assessment and satisfaction survey.

Result

Outcomes

The programme was conducted between Nov & Dec 2016. 66 nurses from O&T, O&G, Paed and Surg Departments participated in the programme. 12 hours lecture and 25 hours workshop were provided, there was 50% reduction in programme duration when comparing with year 2015. Post-test results showed 25% improvement of pain management knowledge; all participants passed the psychomotor skill assessment and agreed that the programme was relevant to their clinical need and able to maximize their learning.

Conclusion

Application of social cognitive theory and adult learning principles improve learning outcomes.