

A Novel Approach to Improving Wound Outcomes Through an Evidence-Based Learning Management System



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Introduction:

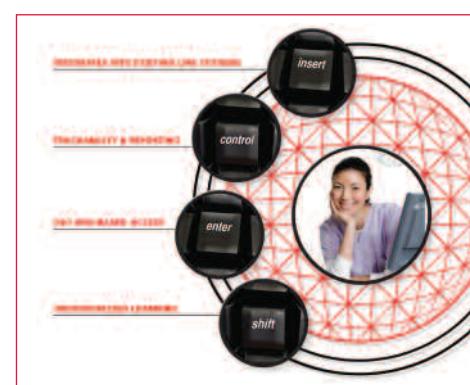
Declining budgets and healthcare dollars have had an impact on the education of bedside clinicians. Fewer dollars have resulted in fewer educators and less time for traditional classroom education for staff. Many educators believe that this limited access to wound care education programs for the bedside clinician has had a direct impact on patient care and ultimately clinical outcomes.^{1,2}

Healthcare institutions are increasingly turning toward technology to address their ongoing educational challenges. Designing and implementing an evidence-based, interactive, wound care clinical education library allows facilities a wide-range of educational opportunities that are not typically available with traditional methodologies.

Access to electronic education can be maximized via use of a novel Learning Management System (LMS). A learning management system serves as a warehouse for content as well as a system to track utilization and document comprehension of content. It is believed that the direct result of this type of education may positively impact the patient, clinician and facility in a number of ways.

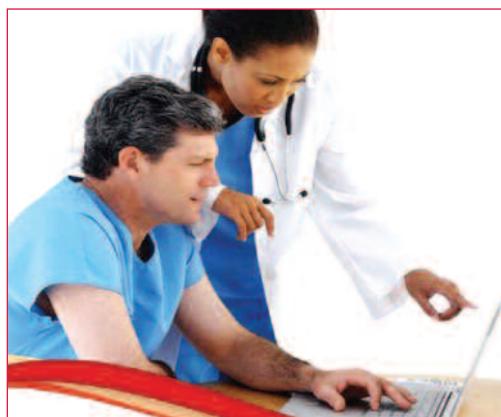
Connect-Ed Learning Management System* is a new and novel approach to learning for the bedside nurse that provides:

- Easy access, any time, anywhere—24/7
- Program is easily implemented and accessed through the internet
- Allows staff the flexibility to learn on their schedule
- Reduces the need for traditional classroom settings that can cause scheduling challenges
- Short, informative modules average just 15–20 minutes
- Modules are self-paced to facilitate individualized learning
- Documentation is easy and customizable
- System encourages compliance
- Simplifies tracking



Purpose:

This pilot study of staff nurses at a regional medical center evaluates the impact and improvement in knowledge from providing web-based learning opportunities regarding Pressure Ulcer Knowledge. This program has been specifically designed for the bedside care giver.



Methods:

Licensed and unlicensed bedside caregivers were invited to complete a "Mini Module" (Pressure Ulcer Knowledge Assessment), a 15-minute, self paced, interactive module either during work hours or in their free time in the comfort of their own homes. Prior to completion of the Mini Module, a Pressure Ulcer Knowledge Assessment (PUKA) was administered. Within 2 weeks following the education experience, all received PUKA post testing.

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 Orlando, Florida

References:

- 1 Allen, J.D., & Aldebron, J. (2008). A systematic assessment of strategies to address the nursing faculty shortage, U.S. Nursing Outlook, 56 (6), 286-297.
- 2 Johnson-Talbert, J. A. (2009). Distance education: One solution to the nursing shortage? Clinical Journal of Oncology Nursing, 13(3), 269-270.

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Results:

Demographics				
Demographics	RN	LPN	Patient Care Tech	Total
Pre-Assessment	136	9	42	187
Post-Assessment	136	9	39	184

Scores				
	RN	LPN	Patient Care Techs	Average for Groups
Pre-Assessment	85%	90%	86%	87%
Post-Assessment	90%	95%	94%	93%

Conclusions:

Results presented from this early pilot study indicate an increase in Pressure Ulcer Knowledge Scores from prior to electronic education on Pressure Ulcer Prevention to post knowledge intervention. Users reported ease in utilization of the platform, and enjoyed the brief modular style of the program. Program administrators plan to further evaluate long term retention of knowledge at six months and utilize additional "Mini-Modules" offered within this system.

Future study will seek to correlate knowledge retention with improvement in patient outcomes.



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