

The impact of e-learning on the CPD of registered nurses

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Background



The way in which nurses engage with learning opportunities is changing, the evolution of technology allows accessibility to evidence-based practice at the touch of a button.

With increased clinical demands, how nurses update and maintain their knowledge and skills has needed to adapt.

Aim



- To explore the concept of e-learning and its perceived value amongst registered nurses as a method for engaging with lifelong learning
 - Motivation to engage
 - Challenges and barriers to the effective implementation
 - Recommendations for increased engagement

Design & Method

Quantitative

- Questionnaire



Qualitative

- Face to face interviews

Quantitative



- Questionnaire – 12 questions answered using Likert scale
 - Completing e-learning improves my patient care?
 - I would value e-learning if it was more specific to practice area?
 - I was given time to complete e-learning?
 - I can work through e-learning at my own pace?
 - I am happy to complete e-learning at home?
- In a potential number of sixty participants, 39 (65%) engaged with phase one of the data collection

Qualitative



What modules have you completed through e-learning?



What do you feel are the benefits?



What are the challenges?



Would more practice specific topics, encourage you more **to engage with it?**



What would be your preferred method for training and why?

Themes



Perceived value



Motivation to engage



Challenges faced when engaging with e-learning

Value

'When I'm able to put it into practice afterwards I find it most beneficial, if you've studied something through e-learning then a patient comes in with that condition then all that knowledge you gained comes into fruition'

'Yes, the module specific to my area were good for me as being an older nurse I was doing things the old way, so e-learning was a good way to update and it changed my practice as a result'



Motivation



'No, I haven't, I've just done the ones I've been told to do'

'Yes, I'm revalidating next year so completing the e-learning will help me with that'

'If they want me to do it then it needs to be when I'm in work, being paid to do it'

'I want to be the best nurse I can be, so I want to do everything I can, and e-learning offers me that opportunity'

'There's loads of different modules available that are interesting and relevant, so I am happy to complete them as it improves my practice'

Challenges

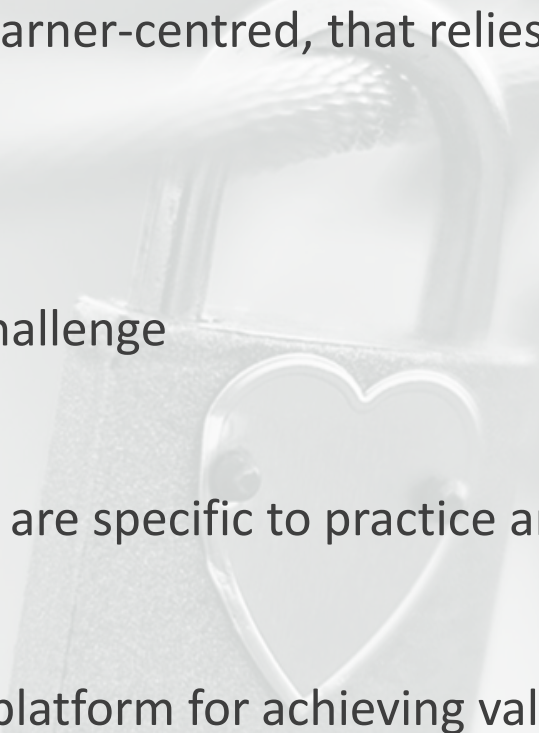


'Time and resources, there's never enough time to do anything, you can do it from home, but I don't have time for that either. I try doing it here but then you are trying to fit it in between everything else'

'It can be difficult if clinical environments are busy, I get distracted, protected time away from the ward would definitely help'

'We would get e-learning done if we had allocated time for it, but I wouldn't want a day of e-learning, so maybe an hour when there is a crossover of staff'

Key points

- E-learning encompasses a learner-centred, that relies upon
 - self-direction
 - motivation
 - Time presents the biggest challenge
 - Value increases when topics are specific to practice area
 - E-learning can be used as a platform for achieving valuable learning experiences
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- A heart-shaped padlock is visible in the background, slightly out of focus. It is a silver-colored metal padlock with a heart-shaped cutout in the center. The background is a soft, blurred image of a person's hand holding a pen, suggesting a learning or writing environment.

'I want to be the best nurse I can be, so I want to do everything I can, and e-learning offers me that opportunity'



Thank you

ANY QUESTIONS?

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