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**Title:** Impact of a structured educational program for nursing staff on chest drain care

Dr. Rizwan 19501 Ahmed rizwanyahya@hotmail.com MD <sup>1</sup>, Dr. Rehan 19502 Naseer rehannaseer2000@yahoo.com MD <sup>1</sup>, RN. Allison 19503 Scott allison.scott@leedsth.nhs.uk <sup>1</sup> and Dr. Matthew 19504 Callister matthew.callister@leedsth.nhs.uk MD <sup>1</sup>. <sup>1</sup> Respiratory Medicine, Leeds Teaching Hospitals NHS Trust, Leeds, United Kingdom .

**Body:** Background: At the 2011 ERS congress we presented findings from a survey of nursing staff regarding chest drain knowledge, care and management in our tertiary care centre. Worryingly we found only 17% felt they had adequate training in chest drain care. We present our intervention and subsequent feedback. Intervention: Unlike doctors in the UK, nursing staff usually do not have a structured training program. We developed an interactive self- directed workbook on chest drain knowledge and management, based on the adult learning principles of Andragogy. The instructional design theories used to help learning included constructivism and the use of cognitivism and behaviouralist design which allowed efficient construction and transfer of knowledge. Nursing staff based on respiratory wards were asked to complete the workbook and a self assessment at the end. They also attended a workshop which included 30mins of lectures followed by 30mins of group discussion. Structured forms were used to collect feedback. Feedback: 24 feedback forms were analysed. 96% 'agreed' or 'strongly agreed': 1. The workbook was relevant to their current role 2. The activities and tasks helped to improve their understanding of the topic 3. The training provided them with new knowledge on chest drain management. 4. Completion of the training improved their confidence in dealing with chest drains. Subjectively we felt patient care and safety improved on the wards. Conclusion: Formal training sessions of nursing staff on chest drain care has proved very popular and productive for nursing staff and we recommend other hospitals should consider developing similar sessions to improve the standard of care.