Work-integrated technology-enhanced learning – a flexible means to reduce medication errors?

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Background

• South-Eastern Norway Regional Health Authority (Helse Sør-Øst)
  – 69,000 employees
  – Provides health services to 56% of the total Norwegian population

• Reduce types and number of medication errors
  – Organizational efforts, e.g. new, regional pharmacy committee
  – Procedures & guidelines, shared knowledge resources
  – Work-integrated technology-enhanced learning (TEL)
Our project

• A systemic, multi – disciplinary approach
  • Explore possible relations between learning resources, collaboration forms, organizational efforts and practice models
  • Embedded

• Study introduction of blended learning resources
  • E-Learning
  • Classroom and seminar style

• Identify competence development and learning outcome
  – Four work packages:
    • Scope, Goals and Data collection methods
Project timeline - overview

WP1: Current practice, change, transformation

WP2: Development - procedures & TEL

WP3: Introduction, use & learning outcome

WP4: Comparison, knowledge resources, TEL

Data Collection Methods

- Document studies, Focus groups
- Interviews, Document studies, Participatory observation
- Surveys, Interviews
E-learning resource

- Individual, Web-based
- Multimedia-based,
- Training tasks
- Content:
  - Authorities and responsibilities
  - Guidelines, recommendations
  - Critical steps in medication chain
  - Drugs as medication
  - Report systems
  - Support resources
E-learning resource

) gives score 1-3 (20% score 1-2; 1=little probable)
Preliminary conclusions....

• E-learning – classroom
  • Challenge to use these modes interchangeably, need ways
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Comments?

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