Blended learning was integrated into the clinical skills of nurses (1090-003599)

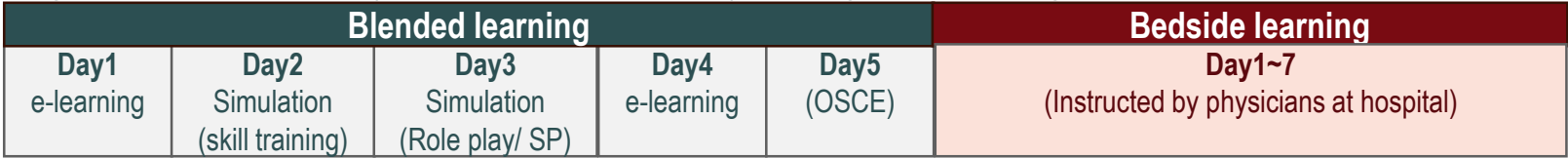**Machiko SAEKI YAGI**   Jichi Medical University, Japan ✉ mati-s@umin.ac.jp

Hypothesis

Blended learning improves the clinical skills of nurses.

Methods

Participants 188 nurses aged between 28 and 58 (145 females and 43 males), working full-time as registered nurses

Interventions

Blended learning					Bedside learning
Day1 e-learning	Day2 Simulation (skill training)	Day3 Simulation (Role play/ SP)	Day4 e-learning	Day5 (OSCE)	Day1~7 (Instructed by physicians at hospital)

Evaluations

The 10-item, 10-step self-evaluation

The 10-item, 10-step self-evaluation

The 10-item, 10-step self-evaluation

OSCE evaluations using Mini- CEX

Ethical approval This study received ethical approval by Jichi Medical University, Japan.

Results

OSCE evaluations (n= 188)

All participants passed both after blended learning and bedside learning evaluated by the supervising physicians.

Physical examination and medical interview etc.. were aware of the improvement in their abilities through blended learning.

More integrated tasks were aware of the improvement in their abilities through bedside learning rather than blended learning.

The 10-item, 10-step self-evaluation (n= 178)

Table. The results of self-evaluation

Contents of self-evaluation	Before blended learning	After blended learning	After bedside training
Understanding the physical examination.	4.3	5.8 **	7.3 **
Understanding the medical interview.	4.9	6.2 **	7.7 **
Understanding clinical reasoning.	4.7	5.8 **	7.2 **
Understanding safe and necessary tests and treatments.	5.1	5.7 **	7.2 **
Understanding how to write a medical record.	4.7	5.6 **	7.1 **
Understanding the characteristics of and precautions for physical examination depending on the situation of the subject	4.5	5.8 **	7.2 **
Understanding team medicine and medical ethics.	6.5	6.6	7.7 **
Understanding the legal responsibilities of health care providers.	6.3	6.7 **	7.5 **
Understanding the differences between the roles of nurses and doctors.	7.2	7.2	8.1 **
Understanding how to work with multiple occupations.	7.5	7.3	8.3 **

*p>.05, **p>.01

Conclusion

This is because awareness of integrative issues is greater during normal working hours and a more authentic learning environment is necessary to become aware of ability acquisition. In order to promote learning by blended learning, it is necessary to design programs that seek to enhance authenticity and clarify the role of bedside learning.