

Developing an e-learning education programme for staff nurses: Processes and outcomes

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摘要

Abstract

Objective

To describe the Instructional System Design Processes (analysis, design, development, implementation, and evaluation) used to develop an e-learning education programme for staff nurses at a 700-bed teaching medical center in Taiwan.

Background

Evidence has shown that education via e-learning improves knowledge and skills; however, with cost constraints and limited resources, finding effective alternatives is critical for health professionals.

Methods

Five courses required for N2 to N3 level nurses were designed for both e-learning and traditional in-classroom programmes. Multiple-choice written test questions and a satisfaction questionnaire were used to compare outcomes between programmes. Nursing care skills were rated as pass or fail. Both programmes were begun at the same time and completed within a 3-month period.

Results

Forty-two staff nurses participated in this study. All nurses' knowledge scores were >70 points (out of 100) and all passed nursing care skills. In five courses, only teaching and learning and communication were statistically significantly different ($p = 0.001$). Nearly all nurses (97.6%) felt satisfied or very satisfied with the programmes.

Conclusions

Instructional System Design Processes provide an alternative delivery system for in-service nursing education which allows for individualized learning.