

Creating a Safe working environment

The Swedish remote learning and teaching system

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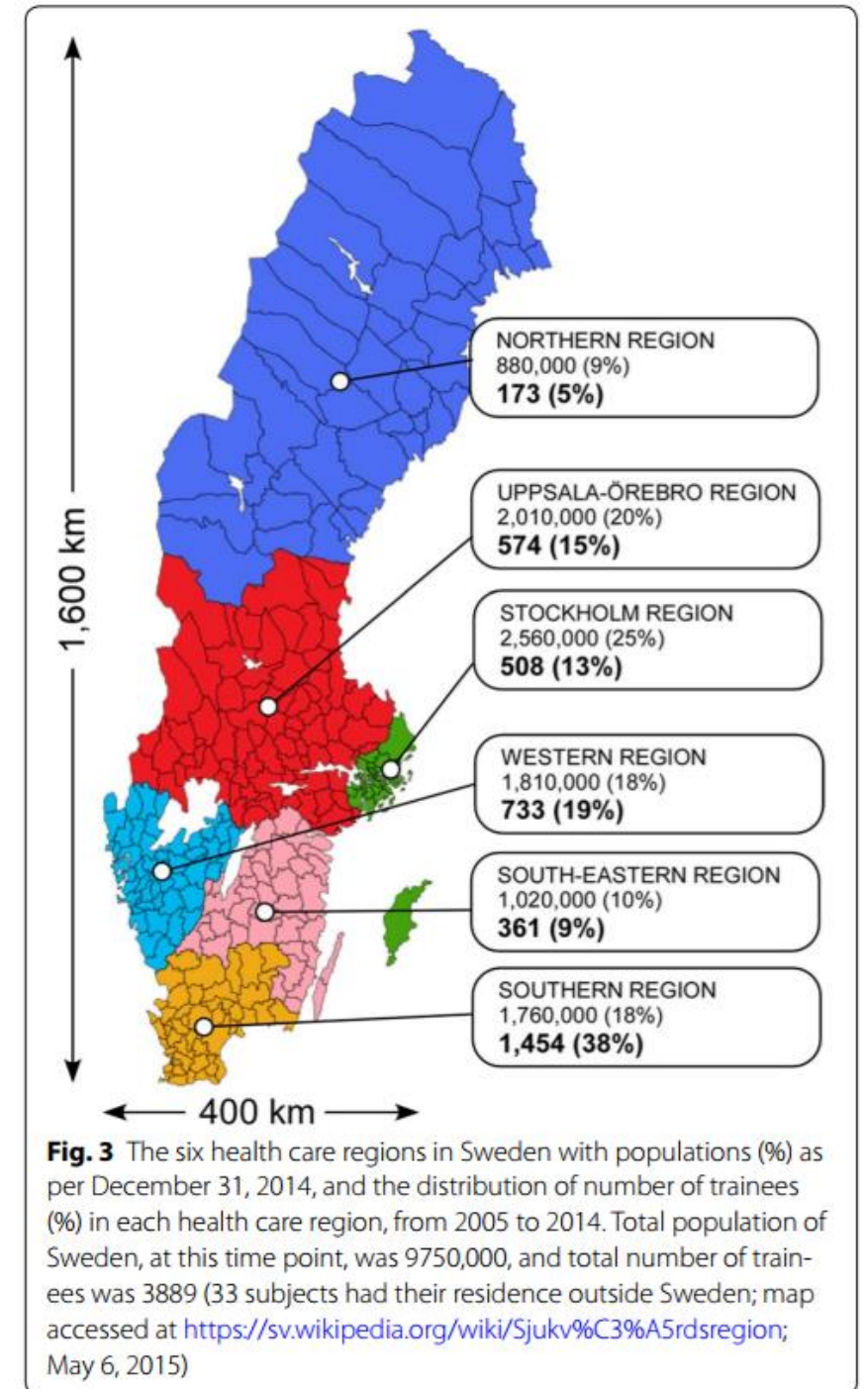
Founder of LäraNära Inc.

The LaraNara concept

- Lära – teaching and learning
- Nära – close
 - Short distance to the course
 - (In your pocket)
- Course leaders i.e. hospitals can run courses by themselves with content from an external “course developer”
- Provide all needed resources
 - Mainly recorded lectures and assessments
- Clear learning outcome for each course part
- Continuous check of progress from participants i.e. formative assessments
- Support

Advantages

- Give clinics access to quality courses
- Traveling is just not an option for many professionals
- Qualified experts, wherever they live
- Conduct training without need of close departments
- Recorded lectures is appreciated by dyslexics and others
- Facilitates distance collaborations
 - National wide network



The LaraNara concept: Safe handling course

- Common content
 - Specialists, content producer, editorial work, graphic designer
 - One common course
 - Basically the same course structure and concept since 2004
- The Clinical department
 - Administrator
 - Create study group
 - Add participants
 - Course leader

Course produced by expert

- 20 - 25 hours study time
- 10 course part (15 recorded lectures)
 - Introduction and evaluation
- National network
 - Discuss and improve the course
 - Two annual meetings
 - One online and one in real life
 - Help finding expert for update of the course
 - Mail and forum contact

Content

- Introduction
 - 2 lectures
- Medical Oncological Treatment
 - 1 lecture
- Cytostatics – Mechanisms of Action and Side Effects
 - 2 lectures
- Targeted Cancer Treatment
 - 2 lectures
- Work Environment and Occupational Safety
 - 2 lectures
- Patient Safety and Central Cytostatic Preparation
 - 1 lecture
- Administration of Cytostatics
 - 3 lectures
- Handling of Cytostatic Waste
 - 3 lectures
- Cytostatic Treatment at Home
 - 1 lecture
- Cytostatic Treatment of Children
 - 1 lecture
- Nursing Care During Cytostatic Treatment
 - 3 lectures
- Course Meeting and Conclusion Face to Face
 - Add local regulations

All parts have MC questions and/or open questions

The same structure on every course part

Safe handling of Cytostatic waste

Introduction

Lectures

Tests

Introduction

Cytostatic agents are excreted mainly via the urine. Urine from a patient undergoing chemotherapy is thus hazardous waste.

This course part handles how to handle hazardous waste and how to protect one self.

Learning outcome

You will gain knowledge about:

- The ways in which cytostatics are excreted
- The proper appearance of approved protective clothing
- How to handle different types of excretions

Recorded lectures

Safe handling of Cytostatic waste

Introduction

Lectures

Tests

Excretion of cytostatics



15 Slides

6 Min, 11 Sec

Personal protective equipment, waste...




21 Slides

14 Min, 33 Sec

Recorded lectures

Handling of urine

- Urine bags with cytostatic urine should be replaced to avoid spillage (see separate lecture)
- Used pads, nappies, urostomy and catheter bags disposed of as hazardous waste



Urine bags with cytostatic urine should be replaced to avoid spillage. There is a separate lecture on how to change urine bags.

Used incontinence pads, nappies, urostomy bags and catheter bags should be packaged in a bag and disposed of as hazardous waste.

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Tests: formative assessments

Safe handling of Cytostatic waste

Introduction Lectures Tests

Tests

- ☐ Precautions
torsdag 15 oktober 2020 kl. 13:59
- ☐ Four main routes of absorption
- ☐ Identify
- ☐ Outline
- ☐ Explain
- ☐ Transporting and store
- ☐ Key actions
- ☐ Where do you place
- ☐ Pregnant

Course leaders

- Follows participants progress
- 5 weeks study time for 20 - 25 hour content
- Assess answers to questions
- 1 hour work per participant
- Arrange course gathering
 - 3 hours, 10-15 participants

Activity (Only course leaders)

Tema	Kursmoment/Uppgift	AS A S	EG E G	EK E K	MT M T	MB M B	ÅÅ Å A	ÅE Å E
⊕ Dölj/visa alla rader	Utbildningen avklarad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⊖ Innehåll	Introduktion (Bö...							
	Flervalsfrågor	✓	★	★	★	✓	★	★
	Uppgifter före sam...	✓	✓	✓	✓	✓	✓	✓
	Reflektionsfråga	✓	✓	✓	✓	✓	✓	✓
	Utvärderingar	✓	✓	✓	✓			✓
	Medicinsk onkol...							
	Flervalsfrågor	★	★	★	★	★	★	★
	Utvärderingar	✓	✓	✓	✓	✓		✓
	Cytostatika -verk...							
	Flervalsfrågor	✓	✓	✓	✓	✓	✓	✓
	Två huvudgrupper	✓	✓	✓	✓	✓	✓	✓
	Indirekta skador på ...	✓	✓	✓	✓	✓	✓	✓
	Vissa friska celler	✓	✓	✓	✓	✓	✓	✓
	Utvärderingar		✓	✓	✓	✓		✓
	Målstyrd cancerb...							
	Flervalsfrågor	✓	★	★	✓	★	★	✓
	Huvudgrupper	✓	✓	✓	★	✓	✓	✓

Tema	Kursmoment	Föreläsning	AS A S	EG E G	EK E K	MT M T	MB M B	ÅÅ Å A	ÅE Å E
⊖ Innehåll	Introduktion...	Introduktion...	●	■	■	■	■	■	■
		Introduktion...		■	■	■	■	■	■
	Medicinsk o...	Medicinsk o...	■	■	■	■	■	■	■
	Cytostatika -...	Cytostatika. ...	■	■	■	■	■	■	■
	Målstyrd can...	Målstyrd on...	■	■	■	■	■	■	■
	Arbetsmiljö ...	Arbetsmiljöv...							
		Personlig sk...	■	■	■	■	■	■	
	Patientsäker...	Central cyto...	■	■	■	■	■	■	
	Administreri...	Administreri...	■	■	■	■	■	■	■
		Venösa infar...	■	■	■	■	■	■	■
		Koppla drop...	■	■	■	■	■	■	
		Film om påk...	■	■	■	■	■	■	
	Hantering av...	Utsöndring a...	■	■	■	■	■	■	■
		Skyddskläds...	■	■	■	■	■	■	■
		Byte av urin...	■	■	■	■	■	■	■
		Urinprov	■		■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■
	Cytostatikab...	Cytostatikab...	■	■	■	■	■	■	■

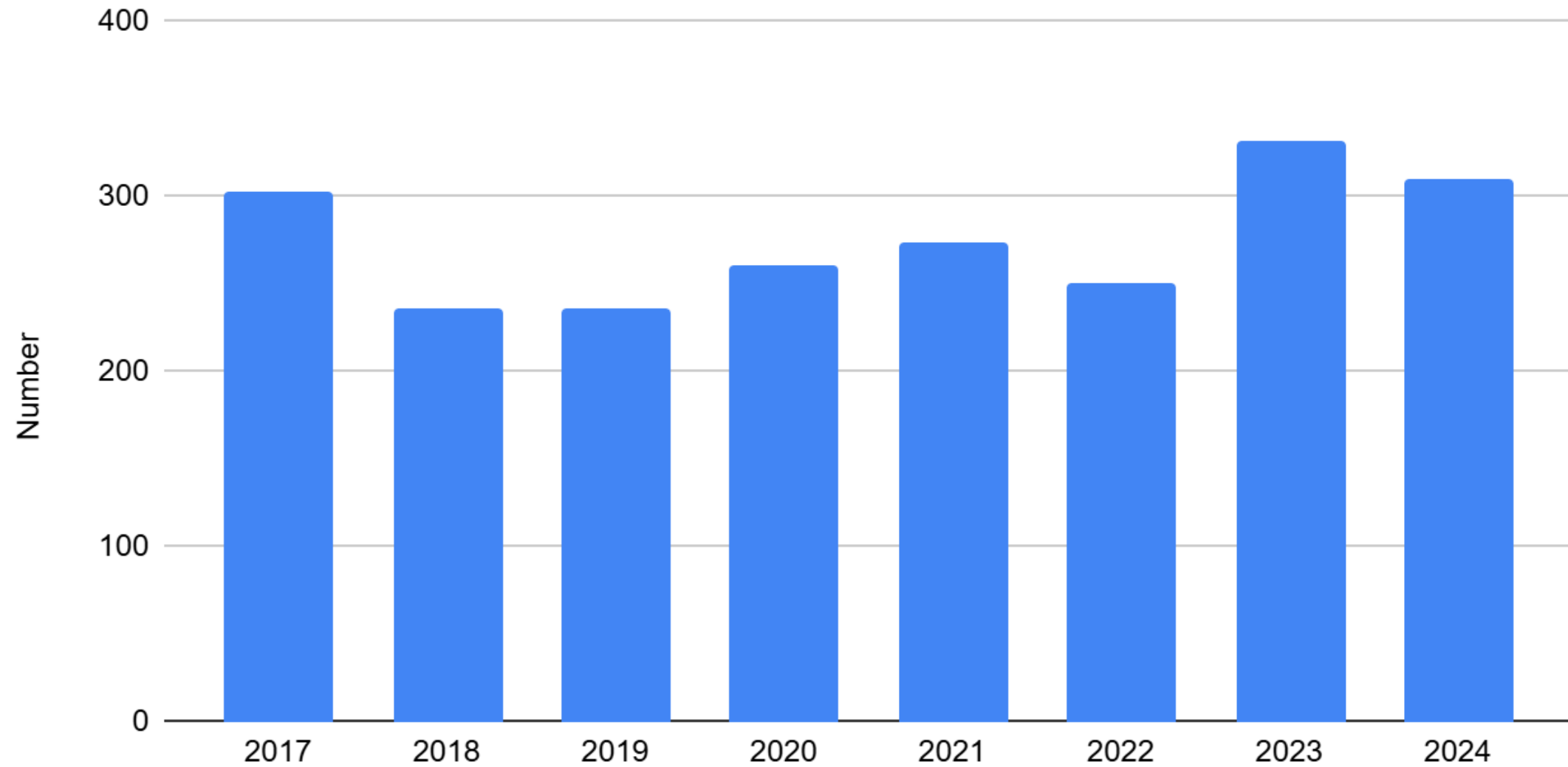
Administrator

- Administrator
 - Create groups and add participants
 - Set time limits
 - Add course leaders
- Certificate is automatic sent from the system
- Have access to a online course: "How to do"
 - Recorded lectures, 1 - 2 hours

Latest statistics

- Nation wide: 20 hospitals using the LaraNara concept -national wide
- 230 - 320 participants every year
- About 40 - 50 active course leaders all around Sweden
- They all use the same course

Number of partisipants



År



EXAMPLE: HOSPITAL IN KARLSTAD



Facts about

- Two Oncology ward, day treatment, and also hematology treatment
- 322 km from Stockholm
- 113 km from nearest university hospital, Örebro
- Relatively low staff turnover: need of 6-15 new employee / year

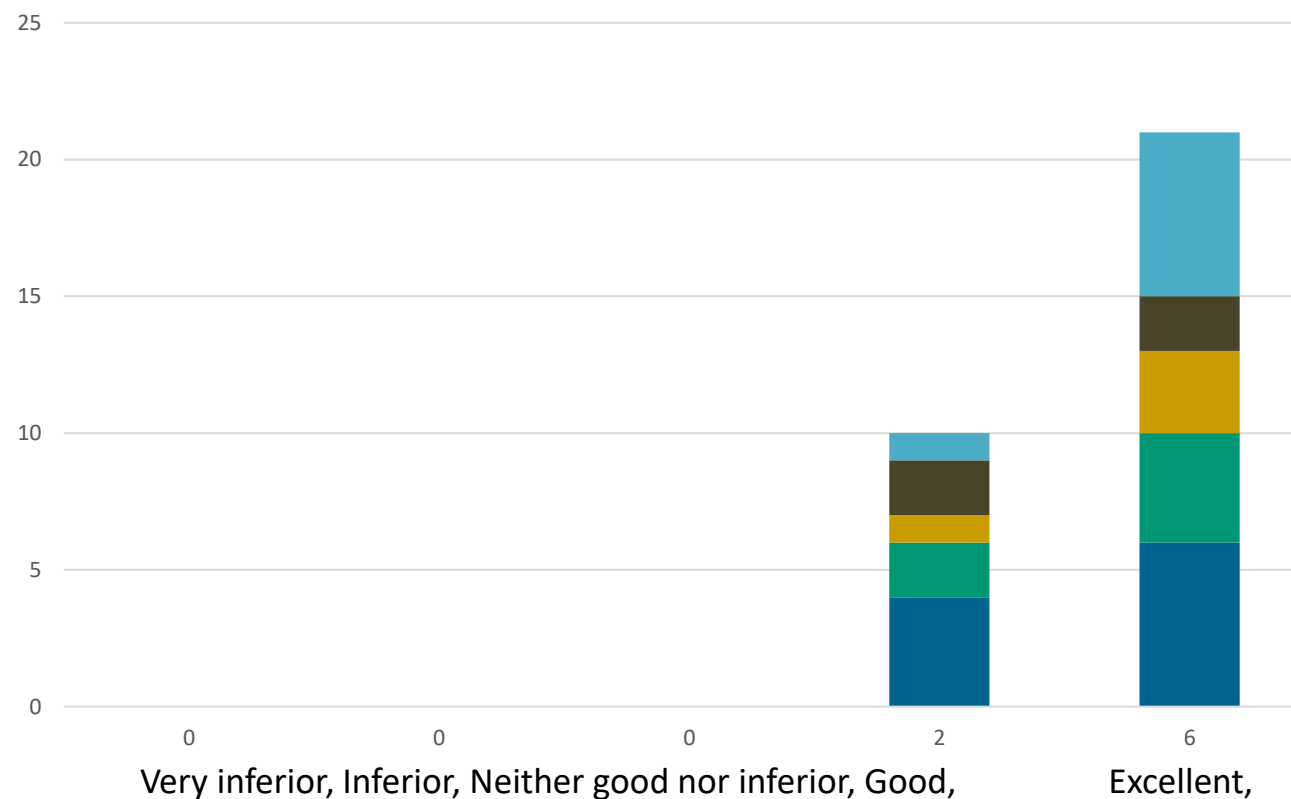
Courses at the hospital in Karlstad

- One course every year
- Number of participant varies depending on number of new employee
- Last 5 years: 5 courses: average 8 participants per group
- For Sweden: Karlstad have 8 out of 300 annual participants
- Two course leaders and they are also administrators
 - experienced nurses, work mainly clinically with patients
 - add participants
 - assess answers
 - arrange course gatherings

Evaluation of course as a whole

- How would you rate the program as a whole?
 - Excellent, Good, Neither good nor inferior, Inferior, Very inferior
- Will you be able to use what you learned in everyday clinical practice?
 - To a very high degree, To a high degree, Neither to a high degree nor a low degree, To a low degree, To a very low degree
- Would you recommend the program to a colleague in a similar situation as yours?
 - To a very high degree, To a high degree, Neither to a high degree nor a low degree, To a low degree, To a very low degree
- How did you experience the workload?
 - Very high, High, Appropriate, Low, Very low

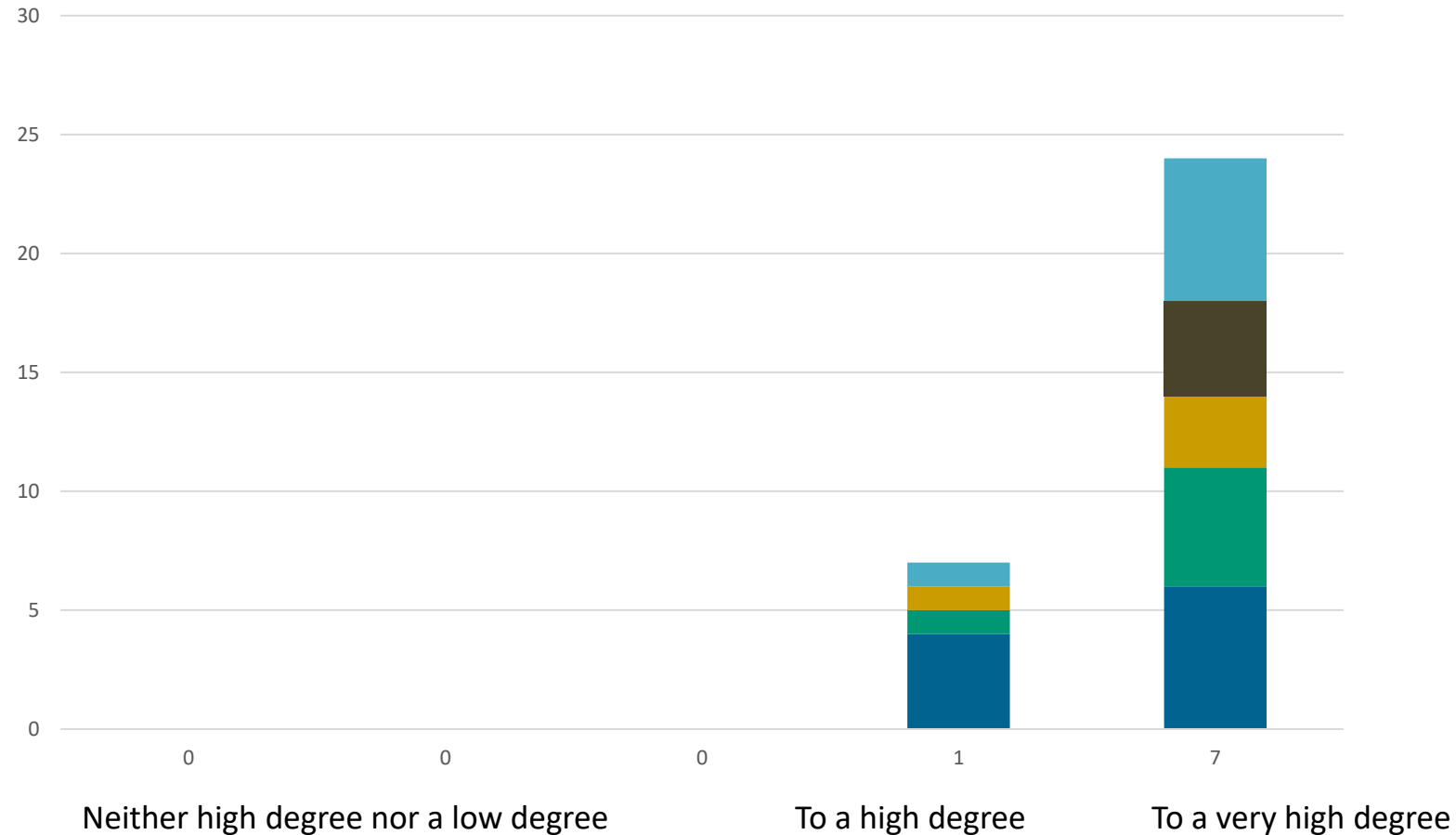
How would you rate the program as a whole?



Randomly chosen comments

- Good and varied content.
- Good that you included the nursing aspect and not just the medical part.
- It was a good structure, first learning about mechanisms of action and then about safety, waste management, etc.
- Very educational, difficult questions for me as a dyslexic.
- I think the course overall has been good, but some sections were very detailed and felt irrelevant.
- Very good lectures and well-structured training. Quick response from the teachers.

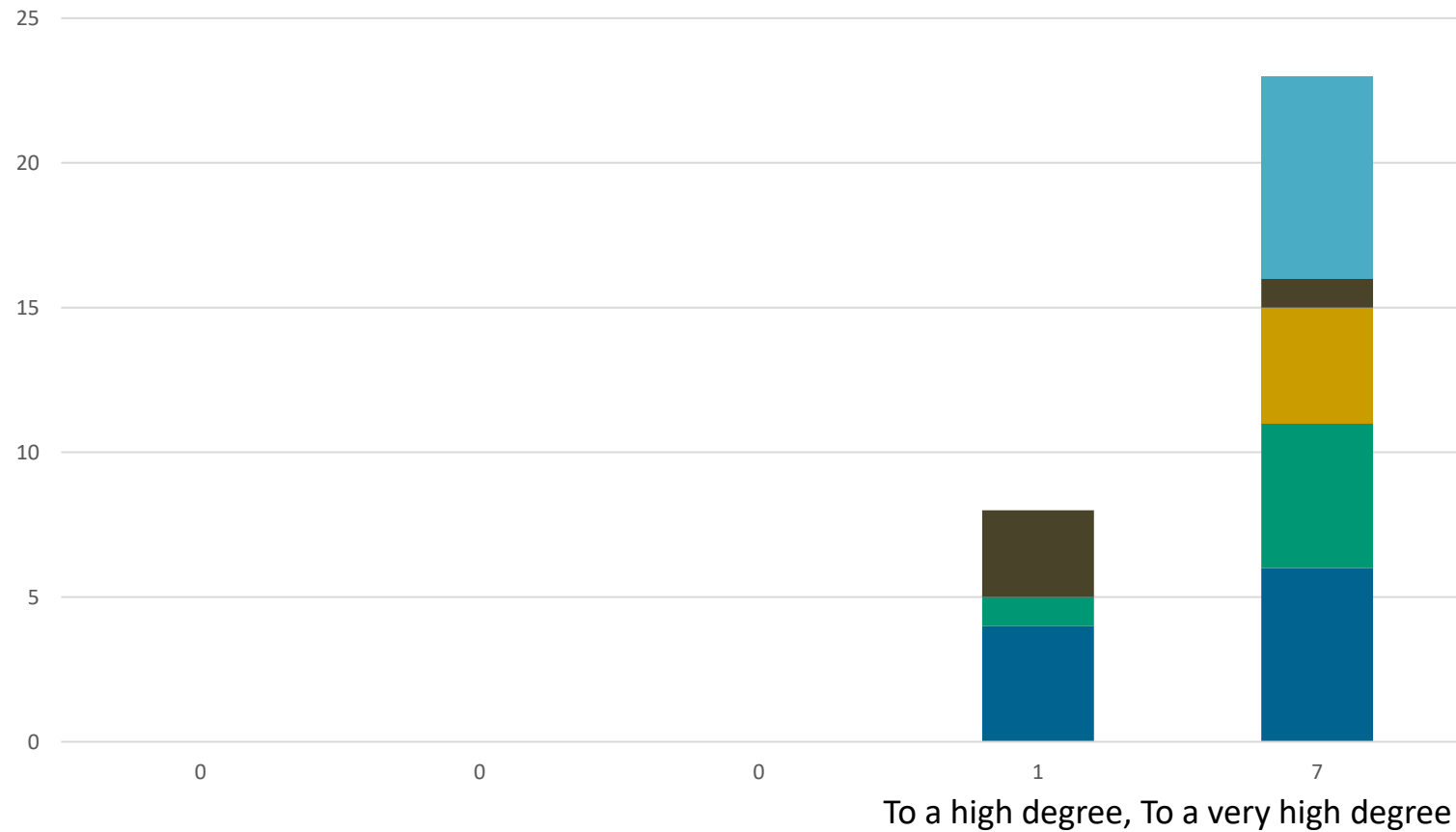
Will you be able to use what you learned in everyday clinical practice?



Randomly chosen comments

- It was relevant to my workplace, an oncology care unit.
- Especially the nursing sections.
- I have worked with cytostatics before the training.
- Good to refresh my knowledge since it's easy to become "blind" to routines.
- Handling of cytostatic waste in particular.
- Good to repeat things I learned during my introduction.
- Almost every day at work.
- Clear and informative details about protective equipment and handling.
- I have gained a new understanding of working with cytostatic treatment.

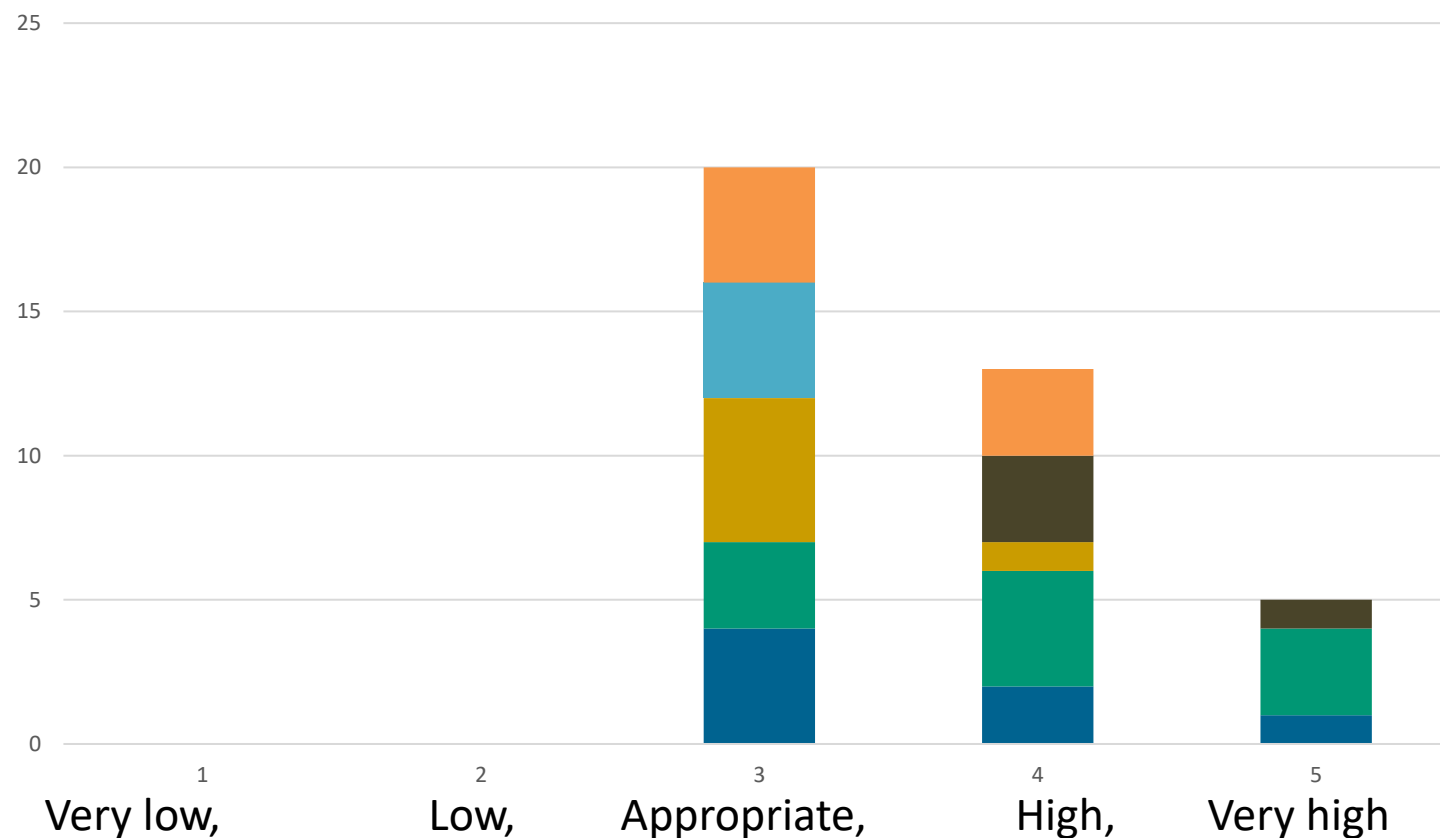
Would you recommend the program to a colleague in a similar situation as yours?



Randomly chosen comments

- Since this occurs frequently in the department, it is important that everyone possesses the same knowledge.
- Provides a good foundational start.
- Important to have information about this for one's own safety.
- I would absolutely recommend the course to a colleague.
- Everyone handling cytostatics should take the course.
- Absolutely important that everyone working with cytostatics and cytostatic patients takes this course.

How did you experience the workload during the program?



Randomly chosen comments

- It took more than 30 hours; it was difficult to manage both work and the course.
- Massive and advanced, a lot to take in and learn when lacking prior experience in the field.
- Too few study days compared to the course content.
- It has taken more time and longer than I initially expected, especially while working at the same time!
- Plenty of time to watch the lectures and complete the assignments.

Statement from head nurse

“We are very satisfied with LäraNära and the Safe Handling course. It is very valuable for training new employees. After completing the course, they feel more confident in handling cytostatics.

As a head nurse, I know that my staff has received the knowledge they need to work safely, both for the patient and the work environment. The LaraNara Safe Handling Course has been a priority for us for many years. This concept is an excellent solution for our clinic.”

*Desiré Jonsson, now head nurse, former course leader
Central hospital, Karlstad*



Summary

- Well established since 2004 with good evaluations
- Common content
- Different course leader with a common course
- National network
- Continuous improving content

RESEARCH ARTICLE

Open Access



E-learning programs in oncology: a nationwide experience from 2005 to 2014

Jan Degerfält¹, Staffan Sjöstedt², Per Fransson³, Elisabeth Kjellén¹ and Mads U. Werner^{1,4*}

Abstract

Background: E-learning is an established concept in oncological education and training. However, there seems to be a scarcity of long-term assessments of E-learning programs in oncology vis-à-vis their structural management and didactic value. This study presents descriptive, nationwide data from 2005 to 2014. E-learning oncology programs in chemotherapy, general oncology, pain management, palliative care, psycho-social-oncology, and radiotherapy, were reviewed from our databases. Questionnaires of self-perceived didactic value of the programs were examined 2008–2014.

Results: The total number of trainees were 4693, allocated to 3889 individuals. The trainees included medical doctors (MDs; n = 759), registered nurses (RNs; n = 2359), radiation therapy technologists (n = 642), and, social and health care assistants (SHCAs; n = 933). The E-learning covered 20 different program classifications, comprising 731 recorded

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