

Service improvement project to assess the effectiveness of the face to face teaching session vs online teaching session for nursing staff on the topic of insulin at a large teaching hospital

Background:

Due to the Covid 19 pandemic, many scheduled teaching sessions were changed from face-to-face learning opportunities to online sessions.

As learning plays a vital role in the overall safety and care of patients, it is important to assess the effectiveness of online sessions ensuring improvement in knowledge and patient care.

Results:

ONLINE SESSION:

Average Score Pre-Test	4
Average Score Post-Test	8
Average Improvement	4

FACE-TO-FACE SESSION:

Average Score Pre-Test	3
Average Score Post-Test	8
Average Improvement	5



Discussion:

An improvement from both teaching sessions, with a marginally greater improvement of 10% with face-to-face sessions.

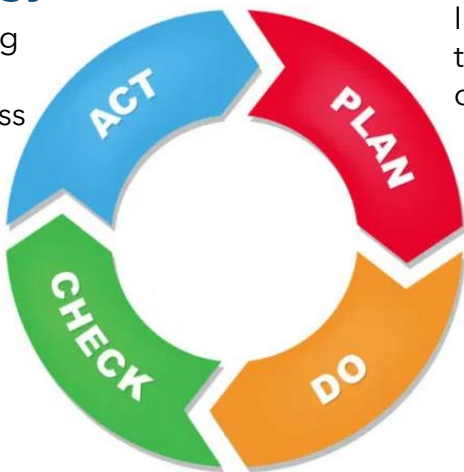
Limitations include:

- Poor compliance
- Increased work pressures
- Uneven sample sizes - 20 in the face to face session and 6 in online session
- Low sample numbers
- Assumption that scores obtained directly after teaching session = accurate representation of knowledge retention

Methodology:

Further teaching session in 1-3 months to assess retention of knowledge

Slight increase in face-to-face sessions
Not statistically significant



Insulin teaching to nurses based on data's

Online / Face-to-face sessions delivered to nurses

Future Work:

A further teaching session should be conducted to build upon this project - to re-assess retention of knowledge

Look at limitations of virtual learning and how this can be improved



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