

## **Pilot Study Report on [www.bmtcare.com](http://www.bmtcare.com)**

### *Interactive Training Portal for Pediatric Bone Marrow Transplantation Nurses Project*

**Held at:** Germany/Charité Berlin

**Date:** 10<sup>th</sup> Sept. 2012

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## 1 About the presentation

The presentation was organized by P3 (eScience Centre, University of Bremen). At the beginning of the presentation the eLearning-Portal bmtcare.com was introduced by statistical data from the results of the questionnaire on training needs “Questionnaire on the training needs of BMT-nurses” performed at the beginning of the project<sup>1</sup>. The focus of the presentation was on the different methods of learning preferred by German nurses according to the results of the questionnaire.

P3 introduced advantages and benefits of eLearning in general followed by a discussion with the participating nurses on their experiences with multimedia/audio visual learning content in working life, as well as in private life. The discussion showed that eLearning elements are covering a quite new, yet not very common learning experience among nurses. In this case user friendliness is an important aspect in development of an eLearning portal. Therefore P3 focused on navigation of the portal that implements guidelines on user friendliness. The questions of nurses were answered by P3 to the fullest satisfaction before attracting attention to the content stage of the portal.

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The nurses’ reactions to the portal presentation were very sophisticated, yet impressed. First comments targeted on visualization as well as on the length of the courses in general. Because time during presentation was too limited to go into detail of content, P3 decided to spread evaluation sheets along with test user accounts. Doing it that way, P3 was able to provide unlimited access to bmtcare.com over a period of 10 days in order to give the nurses the opportunity for a detailed feedback.

## 2 Outcome of the Evaluation Sheets

P3 distributed 10 evaluation sheets along with 10 test accounts to the nurses of Charité in Berlin. Four nurses could not access the portal due to technical problems with the test accounts. Six nurses accessed and tested the portal and gave a very extensive feedback.

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<sup>1</sup> See Report on the *Questionnaire on the Training Needs of Bone Marrow Transplantation Nurses* (in prep.) on behalf of this project.

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## 2.1 Respondents Data

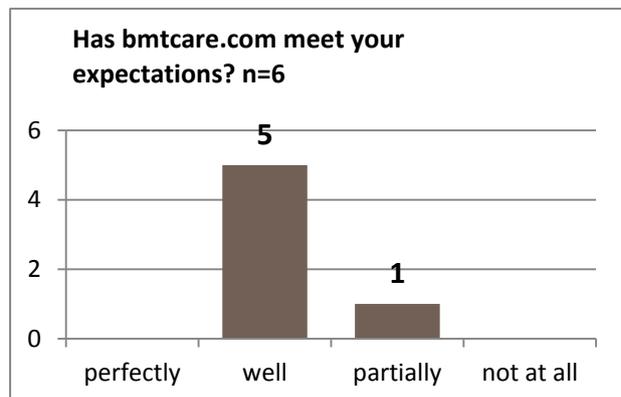
The average age of all six respondents was 36, all of them were female, all of them graduated at the vocational school of higher education and the average nursing experience was 14,8 years. All of the respondents are working at the Charité in Berlin.

## 2.2 Respondents Feedback

### 2.2.1 Has bmtcare.com meet your Expectations

Five nurses stated that it met their expectations well, one was only partially convinced. Specific comments as followed:

- “Descriptions are very relevant for nurses”
- “There are obviously different opinions on what a nurse is allowed to do and what she is not allowed to do”
- “bmtcare.com seems to be a portal which provides great exchange opportunities, there is a lot of knowledge to explore, content is very precise but might also be extended in a thematically way”
- “Written in an accessible style, very extensive, well structured”
- “The thematic focus is well chosen, very vivid with pictures and graphs”

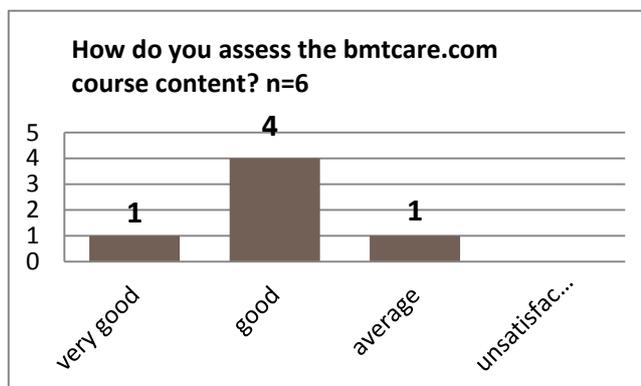


### 2.2.2 How do you assess the bmtcare.com content

Four respondents assessed the content as *good*; one respondent assessed the content *very good*; one respondent assessed the content *average*. Specific comments as followed:

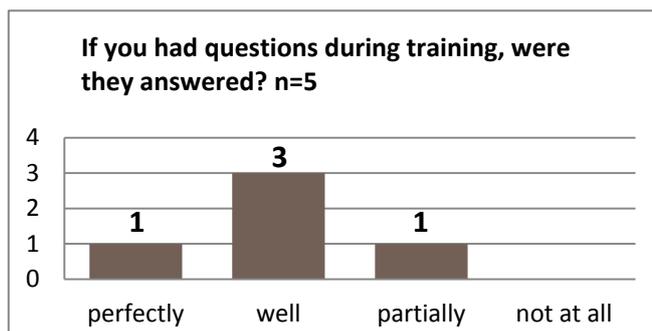
### Lifelong Learning Programme

- “The content is partially addressing the medical experts. I would appreciate it, if content would be addressing the nurses.”
- “Well structured, good and understandable wording.”
- “Content is very easy to understand, also because of the pictures.”



### 2.2.3 If you had questions during training, were they answered?

Three respondents declared that their questions were answered in a good way, one respondent’s requirements were only met partially; one respondent stated that her questions were answered perfectly. One respondent did not answer this question because she had “no questions while testing the portal”.



Specific comments as followed:

- “Yes, topics are well explained, especially GvHD from a medical angle of view.”
- “I wish the courses could have been dealing a bit more with background knowledge, for example why is CMV-reactivation from corticosteroids possible.”

### 2.2.4 How do you assess the audiovisual material provided with the course?

The pilot group study at the Charité in Berlin has been carried out while some content was still under construction. The audio-visual material was yet implanted but not all topics were translated. Another problem was the configuration of the hardware that the nurses were using. One of them stating that she “could not access the multimedia section because there were no speakers attached”. Another one “could not find” any audio-visual content while accessing the portal for a duration of nearly three hours. A third one was stating that she “could not find any German audio-visual material”.

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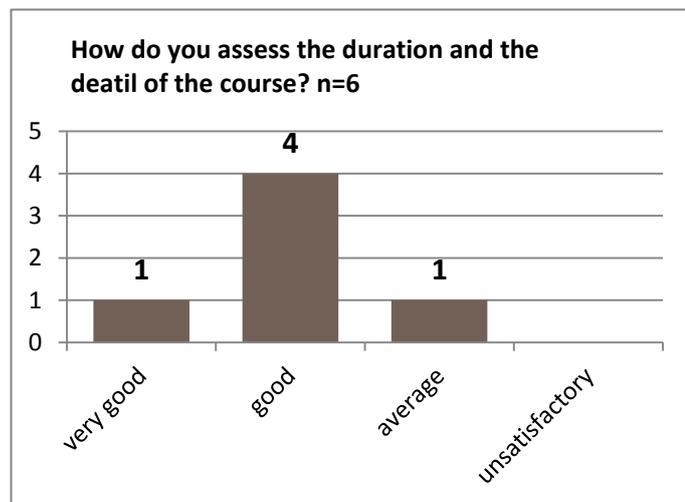


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Two nurses finally found and got access to the audio-visual material of the portal and found it to be very *“supportive, especially when I want to get a quick overview.”* They also found it very interesting to see *“what the working conditions are about in another BMT-Centre”*. They suggested having *“even more audio-visual content, for it is very stimulating”*.

### 2.2.5 How do you assess the duration and detail of the courses?

Four respondents assessed the content as *good*; one respondent assessed the content *very good*; one respondent assessed the content *average*. Specific comments as followed:



- “All in all it is a good mixture but it should not be any longer!”
- “It’s not too much and it is not too little - I am not overcharged while reading the content”
- “It is the right quantity for extensive learning but it is completely inappropriate if just you want to look up something for rapid support.”
- “Some courses are too extensive and too prolonged.”
- “The texts are too extensive.”

### 2.2.6 How did the course cover the information that you apply/use in your routine work?

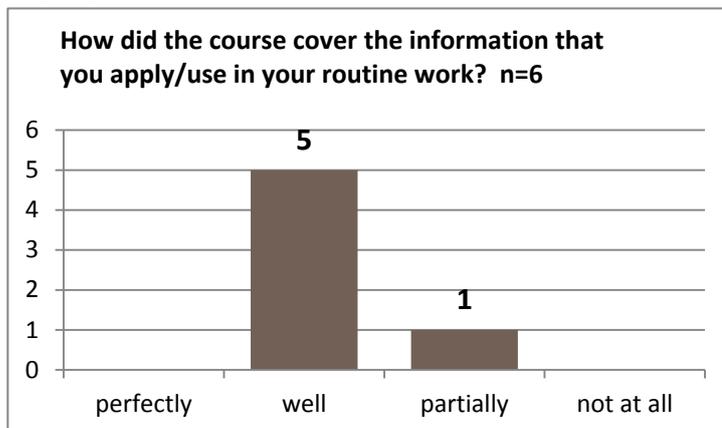
Five nurses stated that the course covers the information well, one stated that it covers the information only partially. Specific comments as followed:

- “Practical relevance is missing; background knowledge is quite good explained.”



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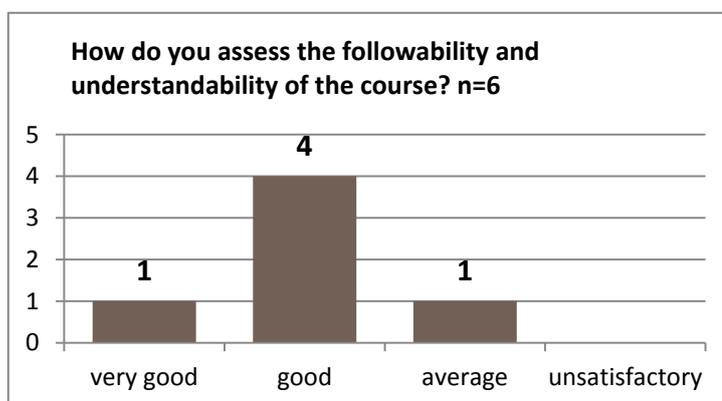
- “The thematically content which is to be conveyed can be found in every BMT-Centre so, yes, it is relevant for our everyday work.”
- “Our everyday work is mainly about nursing activities, much more content should be written in order to cover all-day nursing issues.”
- “Most of the content seems to be written for medical experts.”



### 2.2.7 How do you assess followability and understandability of the course?

Four respondents assessed the followability and understandability as *good*; one respondent assessed the followability and understandability *very good*; one respondent assessed the followability and understandability as *average*. Specific comments as followed:

- “Well understandable”
- “Sometimes understandable but sometimes medical knowledge would have been helpful because of the specialist terms.”
- “There could have been much less specialist terms.”
- “Not too many specialist terms. Courses are understandable.”
- “There are too many specialist terms.”



### 2.2.8 How will you be able to use the information and practices you learned during the course in your professional life?

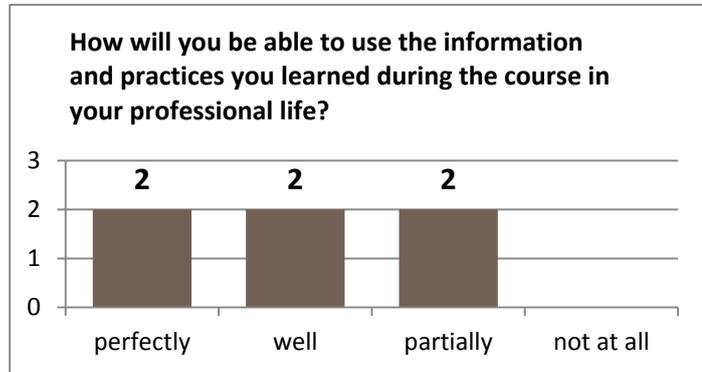
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Two respondents stated that they can use the information of the portal perfectly; two stated that they will be able to use them in a good way; and two can use the information as average. Specific comments as followed:

- “A lot of things that are described in the courses are already part of our daily routine. But there are surely some new things that are worth trying and which can eventually be a part of our standards in the near future.”



- “I will only partially be able to use the information because we are already having some operation standards in our Centre.”
- “One should focus the pediatric issues a bit more.”

### 2.2.9 If you developed an e-training web portal for BMT nurses, what would you choose to do differently?

- “I would provide a brief summary of the content at the beginning of each topic. There has to be an overview of what the topic is about and what one can expect while reading it. Like a table of contents, probably a drawing or something.”
- “Different methods of treatment should be mentioned, even homeopathic alternatives. I would provide even more pictures and graphs to make the text a bit easier to access.”
- “I would use a much easier wording, not so many specialist terms.”
- “The welcome page should be a bit friendlier and a bit more structured, using different colors for example.”

### 2.2.10 Please provide a list of topics that you wish to be included in the course content:

- “Psychological aspects in children undergoing HSCT”
- “GvHD; Cystitis; Isolation; Mucositis”

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- “Isolation of Kids is very important; also the psychological problems involved in that; fears, hospitalization...”
- “All things and themes about the possibility of dying, talking to kids and grown-ups...”
- “One should consider more topics about nursing issues.”
- “Diarrhea.”
- “Personal Hygiene; Isolation; Wound management after HSZT.”

#### 2.2.11 Requests, suggestions, and comments:

- “Nurses do have a very high responsibility in the learning material; they have to consider some parameters that are not quite common for German nurses. Considering that much is definitely not the case in Germany.”
- “You should provide an exchange opportunity with other nurses in different centers. This would be very interesting!”
- “I find it very important that nurses are able to test their knowledge; they should be able to find out on which knowledge level they are and what they can do to improve themselves.”
- “I am very curious on how bmtcare.com will work out in the future!”

## 3 Results

Before introducing bmtcare.com in our face-to-face pilot study we were asking the participating nurses about their previous experiences with eLearning-scenarios during work life. It turned out that there hasn't been any yet; moreover the participating nurses stated that eLearning techniques are not a regular part of a vocational education in Germany.

This is particularly remarkable, as a quota of at least 15,2% of all German nurses at our *questionnaire on training needs* indicate, that audio-visual content is a preferred method of learning. This disparity might be a result of the emergence of social networks and/or web 2.0 applications like Facebook and Wikipedia on the internet. It strongly points out to a new potential of eLearning scenarios among German nurses since a regular connection to computers occurs already in private life.

The overall reaction to bmtcare.com was accordingly very positive. It was very often mentioned that an exchange opportunity between different BMT-Centers should not be omitted during proceeding work. So bmtcare.com along with the project work points out to

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a desire of learning from others and knowing how other BMT-Centers do handle the everyday challenges.

Furthermore there is an unquestioned need for an up-to-date course material. Even though it gets obvious that the content of courses should adapt any given national situation and should refer to the responsibilities in daily work:

- a) The consequences of divergence of national educational systems are one of the outcomes to consider while building an eLearning platform for nurses on an international level.
- b) The Standard Operation Procedures of each Center should be met and should always be first priority.