

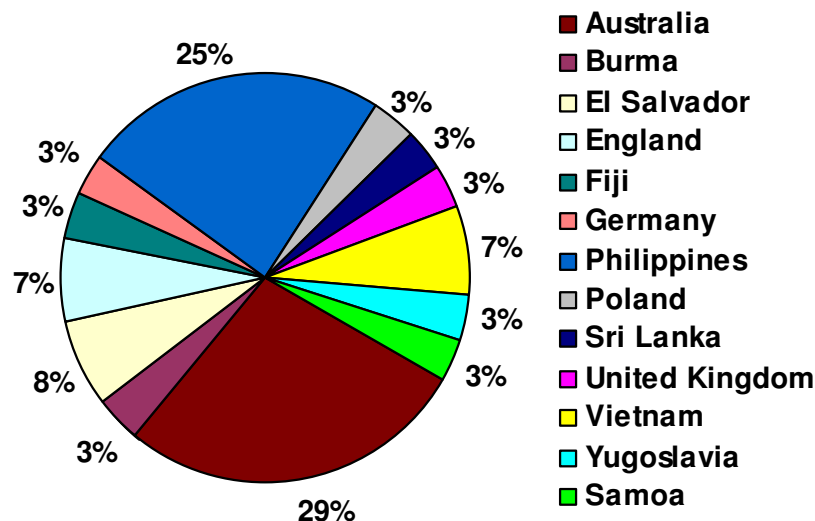
## Improving CSSD Staff Compliance to Mandatory Organisational Education

### Abstract

Compliance to yearly mandatory education within the Central Sterilising Services Department (CSSD) department of the hospital had been very poor to the point where only approximately 17% compliance was achieved in 2007. CSSD staff comprised of 22.68 FTE (full time equivalents) there are 28 staff in total including two casuals, predominantly Assistants in Nursing (AIN) (90%)19.68 FTE, Enrolled Nurses (EN) x 2 (6%) 2 FTE and Registered Nurses(RN) x (3%) 1 FTE. With the requirement for hospital accreditation, there was an imperative to increase this compliance significantly. The question was how were we going to do this? CSSD is a generational and culturally diverse area, it was important to take this into account with any education strategy. It was identified as a risk to the organisation for staff to be non compliant with mandatory education requirements.

Staff ages ranged from early twenties to seventy year olds. With such a diverse range of ages, it led to examining the way that these different generations managed learning. The grouping of staff into generational diverse groups (Baby Boomers, Generation X and Y) allowed the various learning preference of each group to be identified and education strategies to meet their needs to be developed. Completion of the annual mandatory competency had moved from face to face to being completed by staff electronically. It was identified that the majority of the staff did not feel confident with the on line education as they felt they were not computer literate. How to increase the staff confidence in the on line tool was explored.

Cultural issues were considered in relation to language and culture of learning CSSD staff profile below illustrates the complex ethnic diversity that must be considered when developing initiatives and communication strategies.



## **Introduction**

Mandatory education for all staff is “on line” via the organizational intranet covering the following areas.

- Fire Safety
- Materials Handling
- Infection Control
- Workplace Health and Safety
- Workplace Relations

There is a requirement on commencement at the hospital to complete all of the competencies face to face in hospital orientation. Then yearly electronically via the intranet, on the anniversary of the start date. This is difficult from a management perspective as there was no obvious prompt for when the mandatory education for each staff member had expired or was required to be renewed. Discussions took place with staff during department meetings to consider how we could improve compliance, and create a work place culture that embraced learning?

Early in 2008 it was decided that the department would change the way we approached mandatory education and embark on doing one competence per month. A list of staff names was placed on the notice board advertising the mandatory education topic that was being addressed for the month. The use of this method acted as a trigger that advised staff they had a month in which to complete the advertised education on line. Using this system, it would take five months to complete the mandatory education, but it would be more controlled and would be reproducible the next year.

Statistical analysis of results were reviewed in late 2008 and the achievement of 68% though extremely successful further improvement was feasible. Late in 2008 it was decided that the ‘big bang’ approach to mandatory education would be commenced in January as there is a period of slow down in activity after the Christmas break. All education activities would be up for renewal in January and that every effort would be made by all staff to complete all on line education in that month.

Exploring the way in which different age groups preferred to learn meant that education could be delivered in flexible way. Online education could be offered in a hard copy or the staff member could request a “driver” to input the information into the computer to assist the staff member. This assisted to reduce the anxiety of the staff member in regard to computer skills.

## **Methodology**

A quantitative cohort study methodology was used to measure the outcomes of changes implemented as part of this initiative. Quantitative cohort methodology was chosen as it facilitated the ability count and measure the outcomes. The aim of this study was to

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increase compliance to mandatory education from 17% to 70% compliance. Percentages were obtained from the Perioperative Educator which allowed us to track where we were up to in regards to completion of mandatory education.

### Results

Year	Overall Compliance	% Increase in compliance compared to initial result
2007	17%	
2008	68%	51%
2009	90%	73%

The benefits to this approach to mandatory education are that the;

- staff are now more confident in using the computer program
- the education program is seen as a routine part of their job
- the staff are more supportive of each other
- there is a genuine will to succeed and to achieve the ultimate 100% compliance.

The overall effect has also been to enhance team work and respect for each other.

Following the feedback to the perioperative management team in regard to the success of the initiative in CSSD, the same plan and strategy has now been implemented in the theatre environment.

### Discussion

January was a favorable month to commence mandatory education as there was reduced work load due to reduction in theatre lists and this allowed staff time to complete the learning activities. As some staff were still on annual leave during January, their mandatory requirement were fulfilled in February on their return.

The choice of January for renewal of all mandatory education in retrospect was good, in that there was adequate time for staff to complete the subjects.

Use of computer technology has been explored in relation to culture a study by Branden and Lambert (1999) discusses the fact that open and distance learning students he states : *'they noted cultural differences between larger European regions regarding technology used in education. For example those from northern and western European countries preferred studying with computers where as those from south and central eastern countries felt a high competence was needed for working with computers and preferred to work in small groups. They also had a preference to audio and visual material rather than computer based information'*.

Kum et al found that Anglo Saxon students felt more confident and had lesser difficulties than Asian students in web based learning.

With this in mind we explored what could be the specific motivator for our staff peer pressure and team motivation were examined. Some managers limit the learning of staff due to their fear of loss of control, they want their staff to obey their orders and not be opinionated. Team motivation was found to be enhanced by sharing the expectations with staff and giving them the knowledge about what the intentions were in moving toward achieving the goal. This gave the staff ownership of the initiative-they were in control of the outcomes.

This quote from a team motivation web page sums up the way that motivation affected the CSSD team. Bob Webb 20/04/09 *“Motivation is very simply, a process or mechanism that causes us to act or think in a certain way. It is a general term for any part of the hypothetical physiological process that involves experiencing needs and drives, and the behavior that leads to the goal that satisfies them”*.

The list of mandatory competencies placed on the notice board became a motivating force to encourage staff to be part of the team and complete as soon as possible. They would generally in a collaborative way give each other a hard time if they had not completed some of the education activities. During meal breaks they discuss the questions in the education activities and would consider why the answer was such and not what they had thought this led to further education as they all shared their own ideas.

## **Conclusion**

Staff demographics and motivation to succeed played a significant part in achieving a favorable outcome in compliance to mandatory education. The big bang theory would appear to have had the best results to date with 90% of the staff having completed all of the mandatory education. Peer pressure played a big part in the success of this initiative. The staff supported each other and discussed the on line education at breaks and share information on how they had each managed the education. Peer pressure was also demonstrated in the lists of education activities being visible for all to see and results being published in the staff room on the percentage completed to date.

## **References**

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[http://www.motivation-tools.com/windjammer/team\\_motivation.html](http://www.motivation-tools.com/windjammer/team_motivation.html)