Growing Your Teaching Methodology in BMT Staff Education:
Going Beyond PowerPoint™

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Memorial Cancer Institute/Memorial Hospital West BMT Program
- Community healthcare system located in South Florida – Broward County serving population 1.9 million
- 1 of only 5 BMT adult programs in Florida
- BMT Program since 2007
  - FACT accredited for autologous BMT
- 12/11 – opened 40 bed inpatient/outpatient unit

MCI/MHW BMT Program Background
- June 2013 planned expansion to include allogeneic transplantation
- Increased complexity of allogeneic transplant mandated that we improve the effectiveness of our educational process
- 4 months to educate 60 nurses & support staff
How to Grow Your Teaching Methodology

- Recognize oncology nurses as adult learners.
- Utilize educational theory & research on adult learning.
- Avoid a "death by PowerPoint™" approach to education.
- Apply teaching methods that facilitate adult learning.
- Engage both novice and experienced BMT nurses.

Perspectives - Our Team of Experts

- Medical Director
- Program Manager
- BMT Nurse Coordinators
- BMT Quality/PI Coordinator
- Clinical Specialist
- BMT Infusion Nurses & Clinical Manager
- BMT Pharmacist
- Oncology Psychologist
- Blood Bank Chief Technologist
- Radiation Physicist
- BMT ARNPs
- Physical Therapist
- Dietician
- Social Worker
- BMT Patients, Families & Donors

Kolb’s Learning Theory

- Adult learning is a holistic perspective that combines experience, perception, cognition and behavior.
- Learning is cyclical and involves acquiring abstract concepts that can be applied with flexibility in a range of situations.

“Learning is the process whereby knowledge is created through the transformation of experience” (p. 38).

Abstract Conceptualization
Active Experimentation
Concrete Experience

**Thinking, Planning & Doing:**
- Use of Audience Response System
  - Engraftment exercises
  - Blood product support & ABO Incompatibility
  - BMT complications & nursing interventions

**Concrete Experience**
Reflective Observation

**Watching & Reflecting:**
- YouTube video
  - DKMS Donor search
- NMDP educational resources
Concrete Experience
Reflective Observation
Abstract Conceptualization

Doing, Reflecting & Thinking:
- Professional & personal reflection activities
  - Compassion Fatigue
- Group discussion
  - Compassion fatigue awareness
  - Preventive strategies

Active Experimentation
Concrete Experience

Testing, Planning & Doing:
- Stress Management Plan
- Mindful meditation exercises
  - Abdominal breathing

Concrete Experience
Reflective Observation
Abstract Conceptualization

Doing, Reflecting & Thinking:
- Panel discussions
  - Patients & Family Caregivers & Donors

Concrete Experience
Reflective Observation
Abstract Conceptualization

Doing, Reflecting & Thinking:
### Learning Cycle Teaching Methods Content Examples

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### Teaching Strategies

- Audience response system [ARS]
- Critical thinking exercises
- YouTube & Internet videos
- Games
- Case studies
- Mindful meditation exercise
- Professional & personal reflection activities
- Survivorship panel discussions

### Course Content

#### Day 1

- Introduction to BMT
- Donor Search & Selection
- HPC Collection, Processing & Storage
- Extracorporeal Therapy
- FACT Update
- Psychosocial Perspective & Care
Course Content
Day 2
• BMT Pharmacology 101
  – Preparative regimens
  – Immunosuppression therapies & Supportive Care
• Total Body Irradiation
• Blood Product Support & ABO Incompatibility
• HPC Infusion
• Engraftment
• Acute Complications & GVHD
• Nursing Considerations & Evidence-based practice

Course Content
Day 3
• Exercise & BMT
• Chronic GVHD
• Supportive Care
  – Psychosocial
  – Nutrition
• Nursing Challenges – Compassion Fatigue
• Survivorship
• Patient & Caregiver/donor Panel Discussion

Findings & Interpretation
• 72 staff attended program since 06/2013:
  – BMT/oncology nurses
  – Case Resource Managers
  – Research Nurses
  – Pharmacists
  – Physical Therapists
  – Dieticians
• 96% learners rated program excellent [1-10 scale]
Future Directions

• Expand allogeneic transplant topics

• Re-evaluate our teaching strategies

• Routinely survey staff 6-12 months post-class
Conclusions

• Adopting a team approach, especially incorporating patients and family perspectives, is key to adult learning

• Applying teaching strategies beyond PowerPoint supports experiential learning theory and styles

• Teaching the complexity & intensity of BMT care is enhanced through various experiential learning activities

• Designing learning activities to encourage classroom interactions results in a high level of learner satisfaction well after initial course

“Tell me and I forget. Teach me and I remember. Involve me and I learn”.

~ Benjamin Franklin ~