

District HETI's Interactive Storytelling Reduces Duration of Mandatory Training for Nursing Staff

District Health Education Training Institute (District HETI)

Best Advance in Compliance Training

October 2019



Company Background



Company-at-a-Glance	District Health Education and Training Institute (District HETI)
Headquarters	Gladesville Hospital Campus, Gladesville NSW, Australia
Year Founded	2012
Revenue	Not-for-profit
Employees	200
Global Scale (Regions that you operate in or provide services to)	New South Wales (NSW), Australia
Customers/Output, etc. (Key customers and services offered)	HETI manages the design, development, delivery and evaluation of online learning for 160,000 NSW Health Clinical and non-clinical staff.
Industry	Healthcare
Website	www.heti.nsw.gov.au

Budget and Timeframe

Overall budget	AUD \$40,000
Number of (HR, Learning, Talent) employees involved with the implementation?	One for Instructional design/screenplay/video production; five team members/set design/admin; nine talent (actors) plus four team members as additional actors; one eLearning developer (builder); one visual designer
Number of Operations or Subject Matter Expert employees involved with the implementation?	NSW Ministry of Health Policy Authors; six SMEs; six District HETI project team members; NSW Ministry of Health Behavioral Insight group
Number of contractors involved with implementation	Five video production personnel; one video editor; one motion graphics designer
Timeframe to implement	Three months
Start date of the program	Aug. 22, 2018

Business Conditions and Business Needs

The District Health Education and Training Institute (District HETI) had two main goals for the redevelopment of its compliance (referred to here as mandatory training [MT]) programs. They were to:

- Reduce the time nurses and midwives spend on MT by reducing the quantity and duration of courses.
- Improve the effectiveness, appropriateness and efficiency of learning by adopting innovative educational methods, behavioral insights and contemporary technologies.

Overview

When patients access NSW Health services, they want to be confident that they are receiving the best possible care. To meet these expectations, nurses and midwives need to be skilled, capable and accountable for their practice.

Mandatory training (MT) has been a mainstay for ensuring that staff meet their legal, policy and practice obligations. Furthermore, it ensures that a safe and healthy working environment is maintained.

Nurses and midwives must set aside significant tracts of time to complete courses. Needless to say, the time that staff spend undertaking mandatory training is time they are not providing patient care. This presents a significant cost to NSW Health.

This interactive storytelling video-learning experience was designed to fulfill these requirements by focusing on what nursing staff needed to know about the Emergency Procedures flip chart that was both clinically relatable and engaging. It is the first resource in a series of modules that are being re-designed to fulfill the suite of MT programs that are stipulated by the New South Wales Ministry of Health. Additionally, reducing the duration of the training while improving the learning experience was also a key driver. The inclusion of a brief knowledge test at the end of the resource also satisfied the stakeholders and nursing staff who, surprisingly, reported that they liked the affirmation and concrete feedback from a quiz.

Beta and pilot testing were very positive. Time savings over previous content were realized and substantial (two existing modules that took 50 minutes compared to this single 15-minute module). Feedback also indicated much greater enjoyment of this new learning experience because it was relevant, succinct and engaging.

Design and Deployment of the Program

In January 2016, the Ministry of Health commenced a needs analysis to determine nurses' and midwives' opinions and experience of existing MT resources.

They found that the following features improved learning and satisfaction:

- Content relevant to nurse/midwife practice
- Scenarios or real-life case studies
- Practical components
- Games or a "fun element"
- An assessment/quiz.

Conversely, they found that the following aspects reduced learning and satisfaction:

- Large number of mandatory courses
- Excessive duration of some courses
- Lack of designated time to undertake courses
- Little access to computers with audio capabilities
- Poor integration of MT with local structures/processes

These factors strongly influenced the overall design of this resource. Reducing the training time burden while improving the learning experience was of paramount importance.

Consequently, a clinically relevant, cinematic video approach that also had an interactive component was chosen as the primary mechanism for content delivery. This storytelling style had great efficiencies as the unpredictable nature of healthcare and how emergency events can impact staff was able to be captured. By seeing nurses responding to unfolding situations while interacting and following the directions contained within the Emergency Procedures flip chart, the audience could be immersed in situations they may not have experienced first-hand.

Design Approach

The storytelling and interactive video resource was intentionally structured to emulate a three-act play structure.

Act 1: Set-up

This first few minutes of the video introduces learners to our protagonist and the varied emergencies that nurses and midwives can be confronted with on “any given day.” They are challenged by incidents and the use of the Emergency Procedures Guide (Flip Chart) is constantly re-enforced. At the end of Act 1, the protagonist is confronted with her own challenging situation — a fire that escalates to the point of evacuation.

Act 2: Confrontation

This sequence is marked by a change in the narrative perspective. It assumes the protagonist's point-of-view and the middle section of the video transitions into an interactive-learning format. Learners are prompted to respond to the developing situation and learn how to deal with and manage a fire and the subsequent evacuation.

Act 3: Resolution

The last section of the video aims to resolve and deal with the protagonists' experiences on the day. Learners see her return home to the support of her family and are reassured by her self-confidence.

The module concludes with a short series of questions that challenge and reinforce the learnings that were covered throughout the video.

It is through the multi-act structure that learners are treated to a cinematically provoking piece that holds deeper lessons for further reflection and exploration. The addition of familiar quiz elements also aims to satisfy those learners who want their learning to be more explicit with a measurable knowledge test.

Change Management Efforts

Having conducted a robust needs analysis on the mandatory-training experience of nurses and midwives across NSW Health, a number of challenges were highlighted. One particular challenge that needed to be addressed was to alleviate the burden and excessive time associated with the existing MT programs. Sitting behind this was also the generally negative view that mandatory training was seen as “boring,” “tedious” and “tick-box” training that just needed to be completed.

Advice was sought from the NSW Premier and Cabinets Behavioral Insights Unit. As a result, the principles of behavioral insights were applied to best leverage this learning solution so it may satisfy the concerns of the learners and sponsors.

By way of a brief background, behavioral insights draw on behavioral sciences (including behavioral economics and psychology) to help understand how people act and make decisions in everyday life. By focusing on the social, cognitive and emotional behavior of individuals and institutions, behavioral insights suggest that subtle changes to the way decisions are framed and conveyed can have big impacts on behavior. The associated EAST framework provided a simple scaffold from which to guide the design. That is to say, the resource needed to be Easy, Attractive, Social and Timely to maximize behavior change in the nursing and midwifery workforce.

Measurable Benefits

A detailed evaluation relating to the impact, effectiveness and satisfaction of this resource compared to the existing training module was piloted across 13 metropolitan and 14 regional and rural facilities throughout New South Wales. This evaluation is being conducted by an external provider.

The behavioral insights EAST framework and the Kirkpatrick-Phillips model of learning evaluation are being used to structure the evaluations insights and findings. Preliminary results have been very positive and confirmed a high level of learner confidence in applying knowledge to work practice.

Overall

In embracing the principles of behavioral insights through the design of the Fire Safety and Evacuation with Emergency Procedures Training module, it has been possible to expand how video is utilized within wider learning resources and products. The interactive, cinematic storytelling narrative provided great efficiencies in covering salient content while also presenting learners with an engaging experience that is less like “learning” and more akin to entertainment. Provisional evaluations have continued to

lend weight to this supposition. A common thematic comment that can be shared in this case study is telling: "Seeing it in an actual nursing setting and how people actually respond to different emergencies was the most useful and engaging thing."

As HETI moves forward in developing the suite of other MT resources, challenges still exist. Focusing on key messages, removing unnecessary content and working closely with the SME groups, sponsors and key New South Wales Ministry of Health committees will be essential for continued success. The lessons learned in applying the principles of behavioral insights so as to leverage measurable behavior change in the NSW Health Nursing and Midwifery workforce will continue to signpost the development of future MT programs.

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