

The Development and Evaluation of a Multi-lingual Online Education Programme on Advanced Breast Cancer for Nurses (ABC4Nurses)

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Background

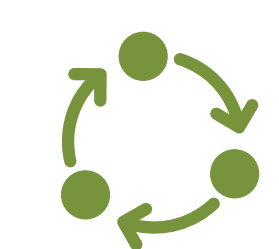
For people living with advanced breast cancer, specialist nursing is recognised as an essential component of care. Access to specialist education and training in advanced breast cancer is limited, contributing to variability in the availability of clinical specialist nurse services throughout Europe.

Aim



The aim of this study is to evaluate the implementation and perceived impact of the education programme from the perspectives of nurses who have completed the programme.

Methods



A mixed-methods evaluation was undertaken, guided by the Kirkpatrick framework (1967).

Quantitative Methods: Questionnaires were administered prior to commencing the programme to evaluate expectations for the programme (T1), and immediately after completion of the programme (T2) to assess overall satisfaction and personal views of the programme. Open ended questions explored participants' motivations for completing the programme, perceived benefits and barriers to the programme.

Qualitative Methods: Semi-structured qualitative interviews were held with a subsample of questionnaire participants to explore the perceived impact of the programme on advanced breast cancer care in the participants' place of work.

Sample Characteristics



- 272 active users of the platform during the pilot period.
- 133 completed the pre-programme questionnaire and 70 completed the post-programme questionnaire
- 97% of participants identified as female. The average age of participants was 40 years (range: 20-64; SD= 15.53).

Results

- Those who completed the programme, completed in an average of 64.9 days (SD=62.4, range 1-284), with approximately one-third of those who completed the programme doing so in less than 120 days.
- After completing the programme, participants felt prepared to care for people with advanced breast cancer (M=8.01, SD=1.53) and were committed to applying their learning from their programme to their work (M=8.93, SD=1.74) (Figure 1).
- Programme participants identified several barriers and facilitators to engagement with the programme, including time and support from peers (Figure 2).

Figure 1: Participants' perceptions of the ABC4Nurses Programme



Figure 2: Participants' perceptions of the ABC4Nurses Programme.

Theme 1: Positives of programme

- Educational tools
- Enjoyability
- Clinical practice
- Accessibility
- Useful topics

I had no difficulty reaching the goals of each module

Theme 2: Barriers to progressing knowledge

- Within the programme
- Outside the programme

In my country, we couldn't take a training like this

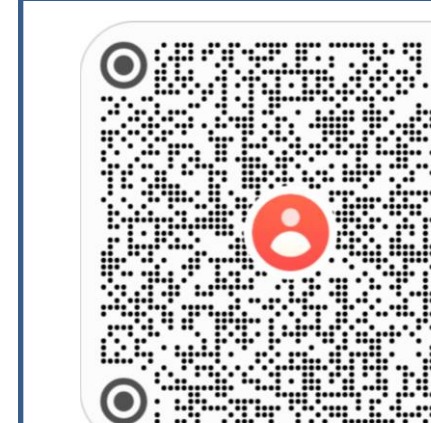
Theme 3: Wider Impact of the programme

- Need for education
- Organizational change
- Raising awareness
- Peer involvement
- Importance of education

Treating the disease with the patient, not the patient with the disease

Conclusions

This study demonstrates that a novel, co-designed online learning programme in ABC was effective in enhancing cancer nurses' confidence and commitment to the delivery of care to people living with ABC. Furthermore, the results demonstrate the potential reach of the programme owing to the programme being available in an accessible, translated format. Development of future eLearning programmes of this nature must consider opportunities for translation to enhance reach and the potential impact of programmes, particularly in underserved countries. While time for eLearning is a significant obstacle to continued engagement in the programme, the opportunistic development of local peer study groups were beneficial for participants' motivation to maintain engagement and complete the programme.



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