



The development of an online instructional video to aid skills teaching of Intra Operative Cell Salvage set-up.

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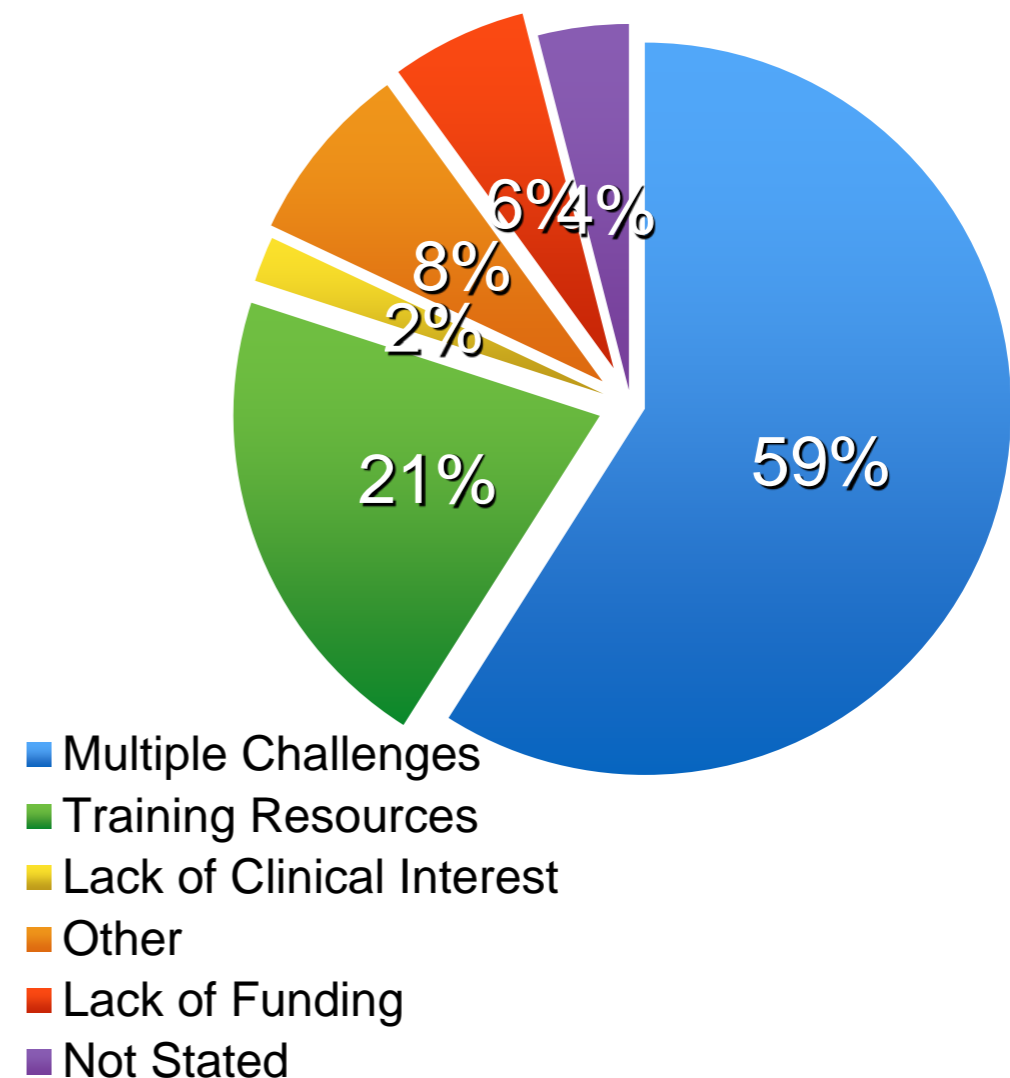
Objectives

- Background
- Aims
- Methods
- Results
- Future direction

Challenges for implementing ICS Within Organisations

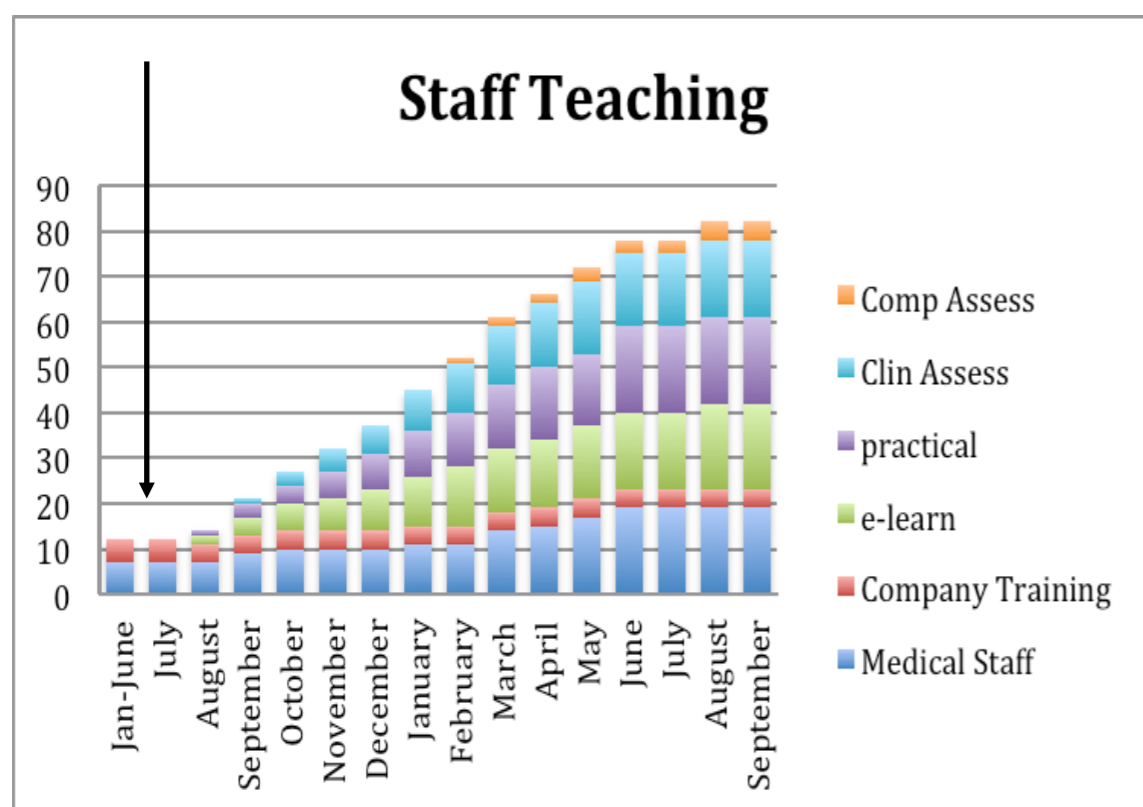
- 21% identify training issues as a direct reason for not using IOCS
- UKSCAG UK Report 2011

Challenges to
implementation of IOCS

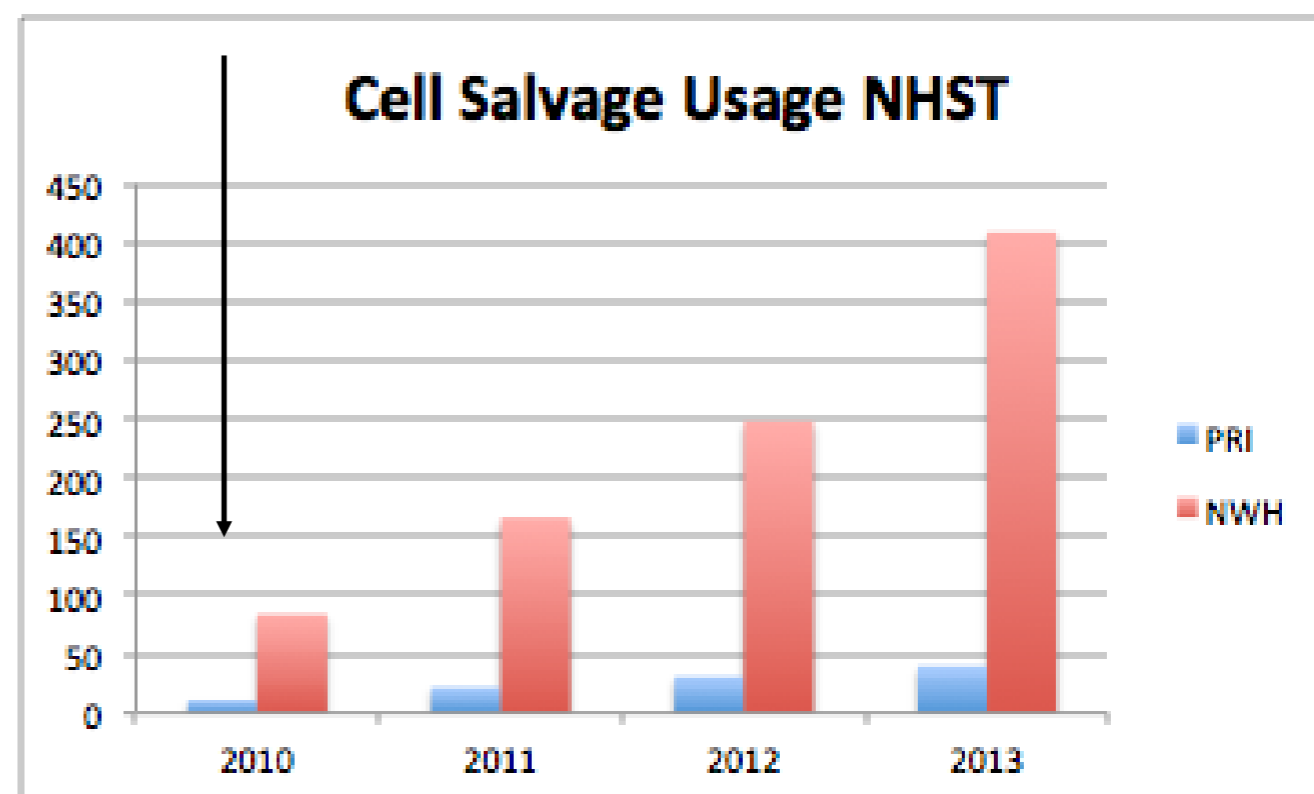


Effect of training on usage

CS Coordinator
Appt



CS Coordinator
Appt



Impact of the appointment of a cell salvage co-ordinator on cell salvage usage and staff education/competencies in a UK Teaching Hospital, Shona L Baxter,
12th Annual NATA Symposium Dublin, Ireland, April 7-8, 2011

Barriers to Teaching

- Staff Availability
 - Leave
 - Shortages
- Staff Retention
 - Rotations
 - Wastage
- Time
 - Protected teaching time
- Cost
 - Waiting list pressures
- Learning Material



Available Learning Resources

- UKCSAG- JPAC
- LearnPro- Learn Cell Salvage Module
- Manufacturer training manuals.
- Peer reviewed journals
- Skills material???

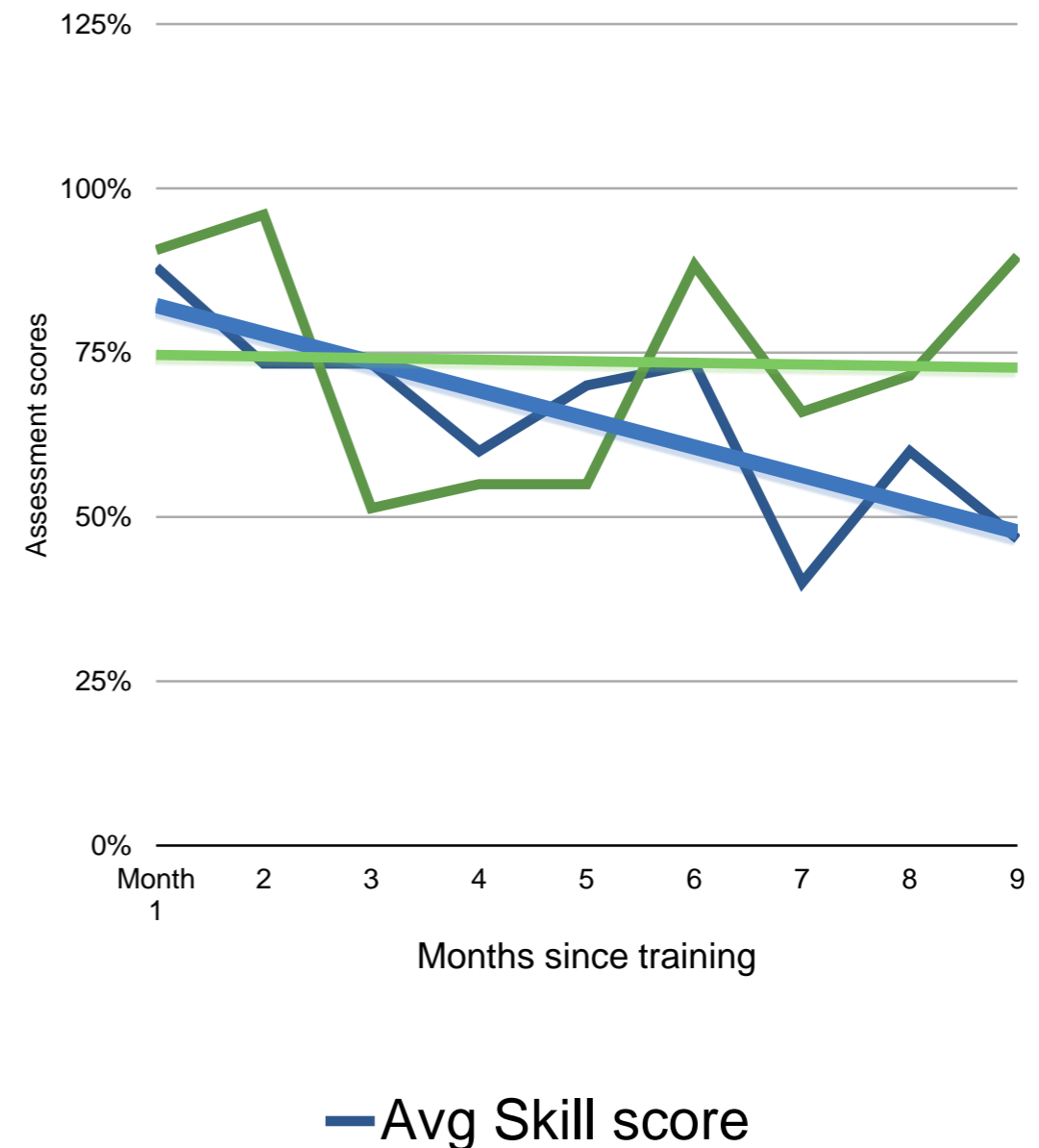


Skills Decline

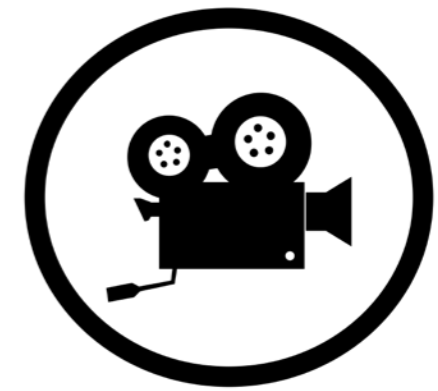
Factual Knowledge
Maintained

Skills Knowledge Declined by
> 25%

**Summative assesment scores vs time
since training**



Why Video?



Advantages

- Learning about equipment that is relevant.
- Consistency of message
- Cost benefit ratio - watch the video as frequently, wherever and whenever necessary (Williams, French & Brown, 2009)
- Create a stronger individual impact due to its visual presentation (Gagliano, 1988)

Video Learning

Pitfalls

- Poor Quality
- Different equipment from institution
- Inaccessibility



Aims

Produce an online Video for learning

- Suitable for all learners
- Available through secure host
- Anaesthetic Assistants
- Available at the point of use
- Anaesthetists
- To supplement other learning resources
- Theatre Support Workers

Methods

Video scripted



Filmed



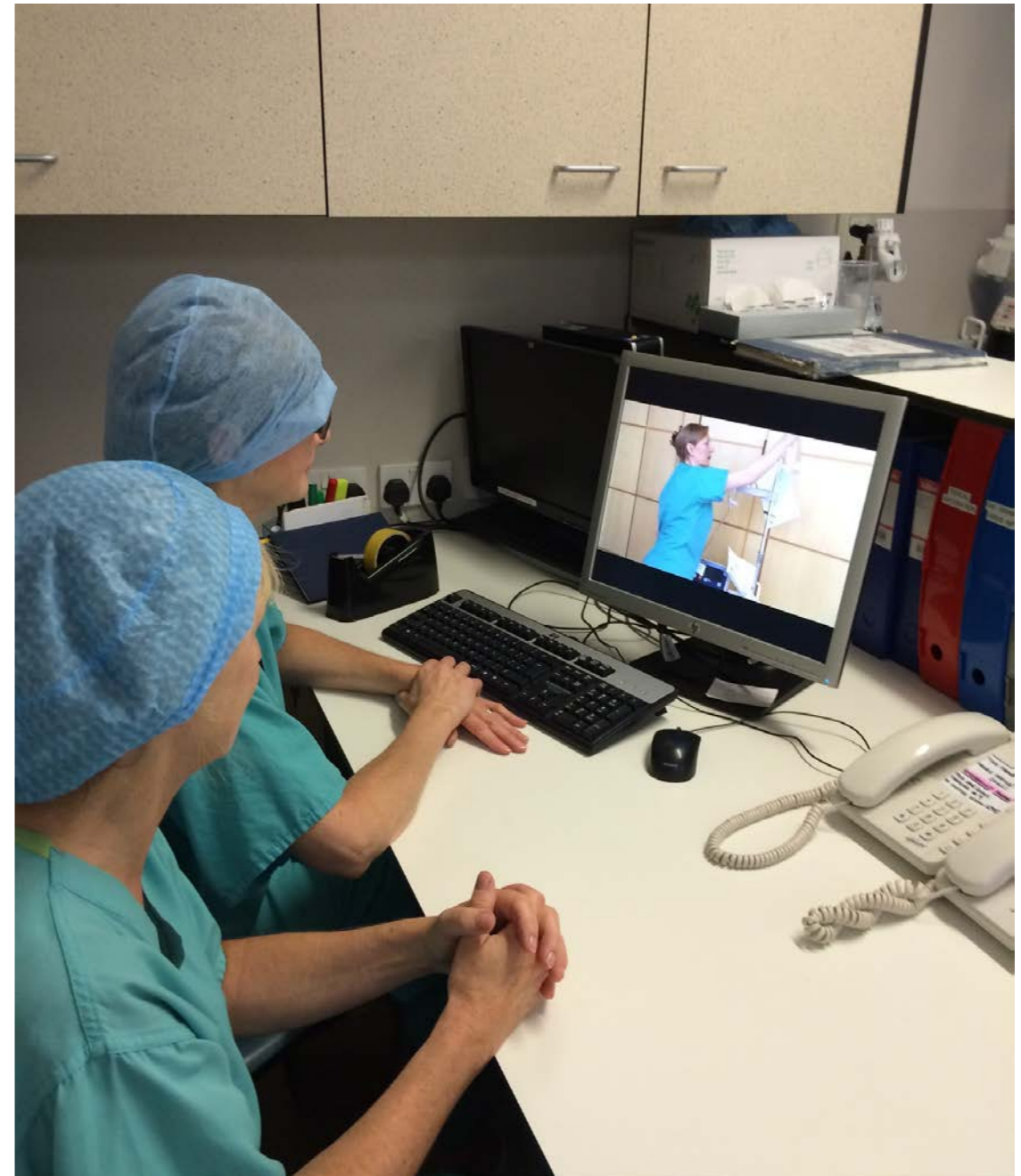
Video Script

1. This video is intended to aid practitioners in the setting up of the cell saver 5
2. Materials needed for set up are....
3. To set up for collection and processing, switch the cell saver on, allow machine to complete test. Wait for ' Load Disposable' screen before commencing set up.
4. Insert the reservoir into the weighing bracket, blue ports pointing towards the patient.
5. Remove yellow cap from port and attach suction tubing from regulator.
6. Unlock centrifuge cover by pulling locking knob outwards.
7. Open bowl arm.
8. Open fluid deck cover, pump lever and tubing manifold.
9. Check expiry date.
10. Peel back the cover.
11. Check for kinks, debris etc.
12. Place bowl into centrifuge.
13. Ensure lower port face right side.
14. Press down on shoulders of the bowl until audible click is heard.
15. Position the bowl arm above the bowl by moving it clockwise.
16. Lock arm into place by turning Locking knob from 8 o'clock position to 12 o'clock position.
17. Spin the bowl to confirm bowl is seated correctly.
18. Ensure bowl is level and spins freely.
19. Install waste bag line into effluent line sensor.
20. Hang waste bag onto waste bag weigher.

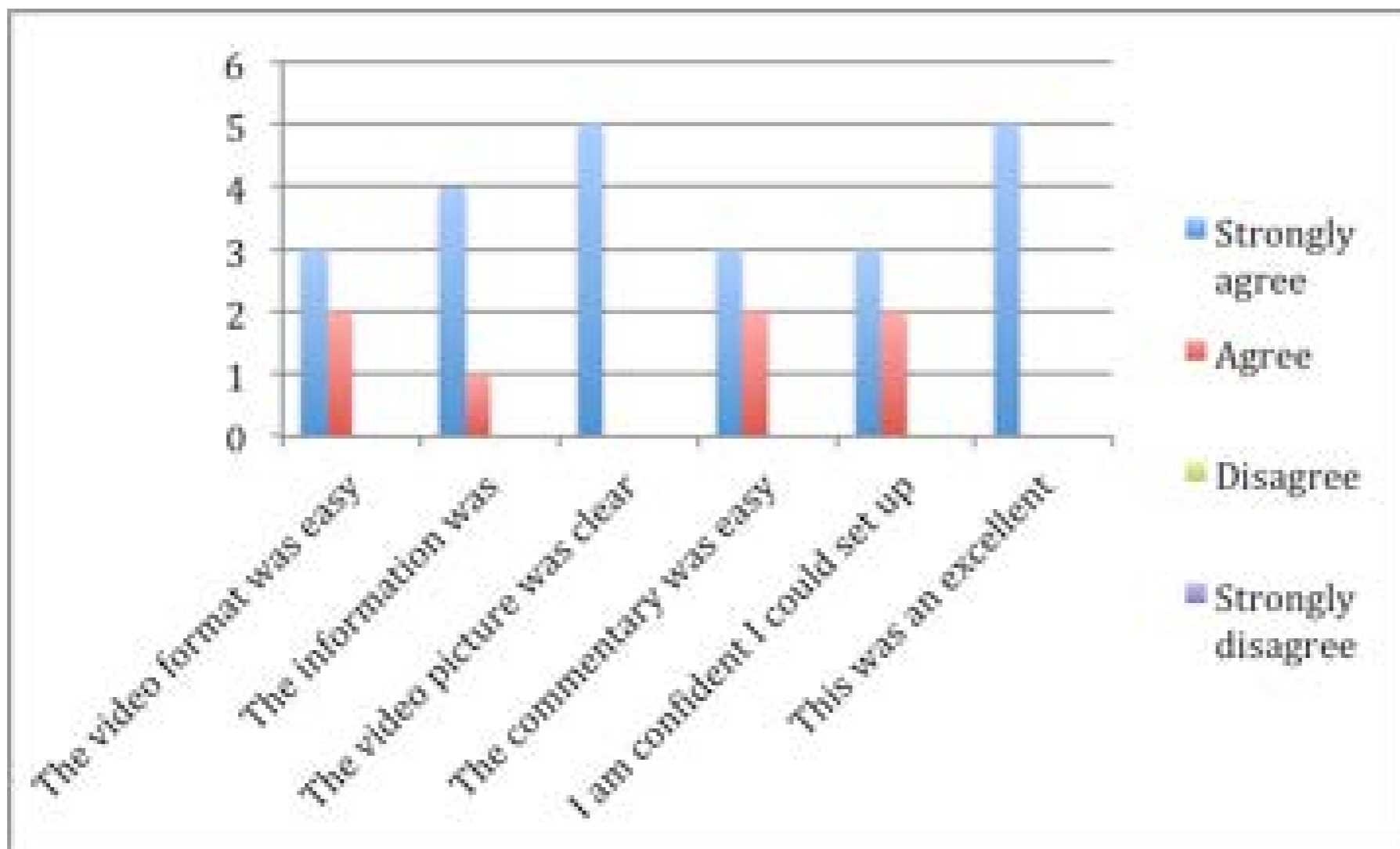
Edited

Results

- Pilot group questioned on aspects of the video and asked to give feedback on a rating scale.
- Video altered in response to feedback.
- Re-piloted



Results

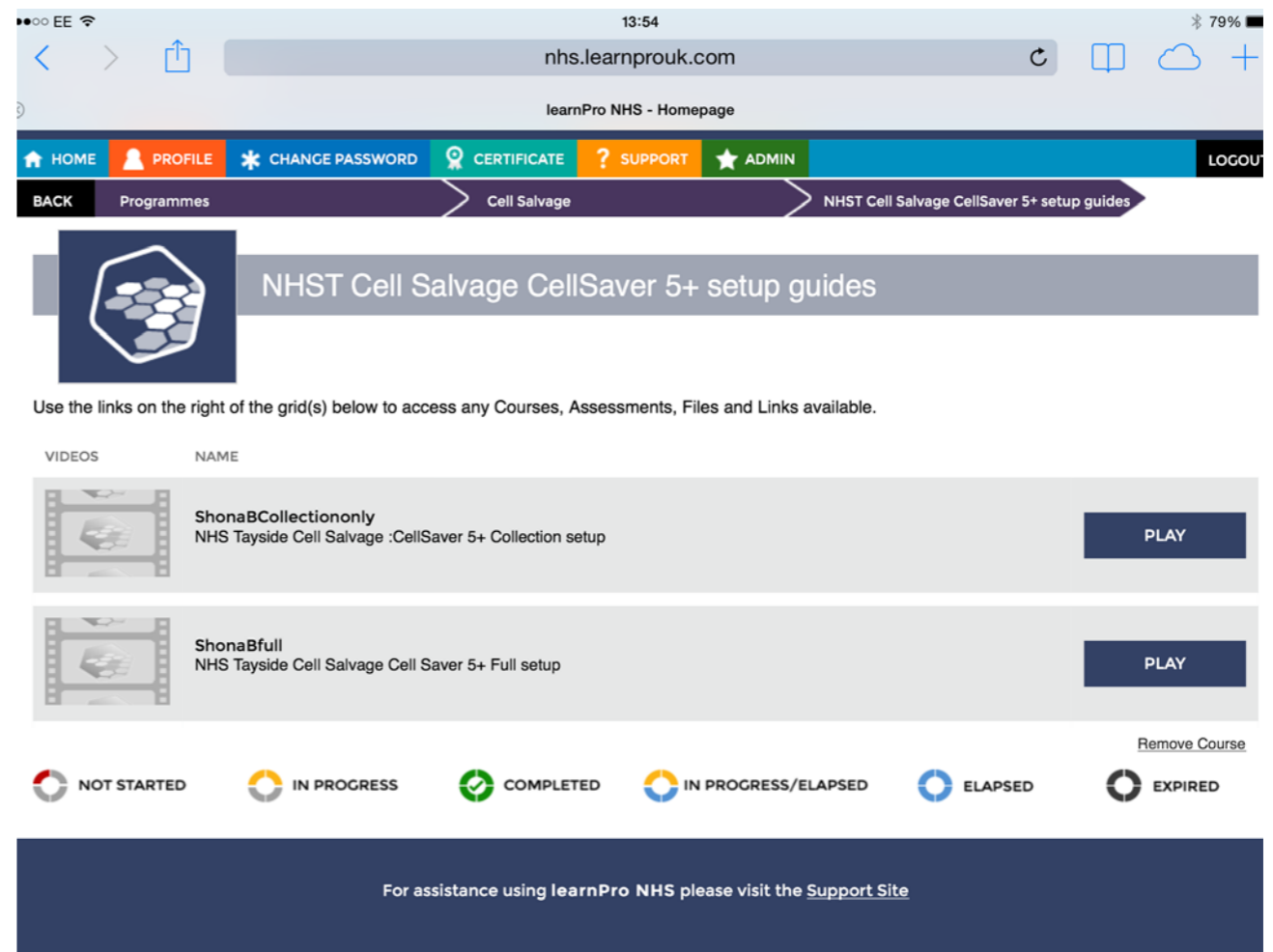




- Overwhelming positive response
- Suggest I produce 2 videos
 - Collect only
 - Full set-up

Availability of video

Learn pro

- Widest availability to staff in clinical situation
- Available with other educational materials
- Security

A screenshot of the NHS learnPro NHS - Homepage. The page shows a navigation bar with links: HOME, PROFILE, CHANGE PASSWORD, CERTIFICATE, SUPPORT, ADMIN, and LOGOUT. Below the navigation bar, there is a breadcrumb trail: BACK > Programmes > Cell Salvage > NHST Cell Salvage CellSaver 5+ setup guides. The main content area features a header for 'NHST Cell Salvage CellSaver 5+ setup guides' with a hexagonal icon. Below this, a message states: 'Use the links on the right of the grid(s) below to access any Courses, Assessments, Files and Links available.' A table lists two video courses:

VIDEOS	NAME	
	ShonaBCollectiononly NHS Tayside Cell Salvage :CellSaver 5+ Collection setup	PLAY
	ShonaBfull NHS Tayside Cell Salvage Cell Saver 5+ Full setup	PLAY

At the bottom, there is a legend for course status: NOT STARTED (red circle), IN PROGRESS (yellow circle), COMPLETED (green circle), IN PROGRESS/ELAPSED (blue circle), ELAPSED (blue circle), and EXPIRED (grey circle). A 'Remove Course' link is also present. A footer message states: 'For assistance using learnPro NHS please visit the [Support Site](#)'.

Learn Pro

- Video available on learn-pro platform for 6 weeks
- 57 people have viewed the “Learn Cell Salvage” module including the video
- Positive feedback
- Impact on skills retention?



Future Developments

- Availability of the video
 - Develop a format that is comparable with local App
 - Usable on mobile devices
- Alternative equipment
 - Orthopat
- Wider availability-UKCSAG?



Summary

- Background
- Aims
- Methods
- Results
- Future direction

Acknowledgements and references

- Thank you to:

- Cara Pirie, University of Dundee, AV Dept,
- Dr Sam Rawlinson, SNBTS

- References

- UK Survey Report, November 2010 UK Intraoperative Cell Salvage Action Group
- Impact of the appointment of a cell salvage co-ordinator on cell salvage usage and staff education/competencies in a UK Teaching Hospital, Shona L Baxter, 12th Annual NATA Symposium Dublin, Ireland, April 7-8, 2011
- Retention of theoretical knowledge and psychomotor skills required for competence in the use of intra-operative cell salvage (ICS) equipment by anaesthetic assistants in a UK teaching hospital., Shona L Baxter, 14th Annual NATA Symposium Vienna, Austria, April 18-19, 2013
- Williams, B., French, J., Brown, T., (2009). Can interprofessional education DVD simulations provide an alternative method for clinical placements in nursing? Nurse Education Today. 29 (6), pp.666–670.
- Gagliano, M.E., (1988). A literature review on the efficacy of video in patient education, Journal of Medical Education. 63 (10), pp.785–792.

Thank you



Any Questions?