

A BETTER LEARNING METHOD FOR HEALTHCARE PROFESSIONALS

Y. Ping, C. F. Wen, H. C. Chung, P.C. Wang
Joint Commission of Taiwan, New Taipei City, Taiwan

Introduction

In Taiwan, Healthcare professionals are always too busy for clinical practice and even have no time to take a rest, however, they still need to keep improving themselves and accepting continues education. Electronic learning (E-learning) is emerging as the new method and has been widely adopted of modern education. It also provides an efficient learning channel for being across limited space and time. In 2014, The International Society for Quality in Health Care (ISQua), Asian Society for Quality in Health Care (ASQua), and Joint Commission of Taiwan (JCT) formally documented a collaborative agreement in the Joint Fellowship Programme(JFP) which recruited quality and safety experts to apply their tremendous expertise and experience in Chinese through recording webinars to encourage Asian healthcare professionals to undertake this programme. Participants need to obtain total 60 credit points during 12 months, and most of the courses are E-learning courses, so busy healthcare professionals can not only gain new knowledge but attain the Fellow after work just at home through the internet. The purpose of this study is to investigate the feasibility of E-learning method for healthcare professionals.

Table 1

Healthcare Professionals	
webinar	face-to-face course
18	3

Table 2

Dimension	Healthcare Professionals Mean(SD)	Non-healthcare Professionals Mean(SD)	P-value
N	21	5	-
Overall	4.46±0.42	3.82±0.32	0.004**
Perceived Usefulness	4.31±0.53	3.73±0.27	0.027*
Perceived Ease of Use	4.51±0.41	3.90±0.22	0.004**
Attitudes	4.50±0.40	3.80±0.45	0.002**
Future Intentions	4.50±0.50	3.80±0.45	0.009**

*P<0.05 **P<0.01

Results

The total of 31 questionnaires was issued, and the overall response rate is almost 84%. There were 26 valid questionnaires collected which included 21 healthcare professionals and 5 non-healthcare professionals in total. Among the 21 healthcare professionals, 18 of them prefer webinar to face-to-face course (Table 1). The 26 valid questionnaires were also analyzed with the T-test for this research. As the Table 2, the results showed the healthcare professionals’ perceived usefulness= 4.31, perceived ease of use= 4.51, attitudes= 4.50, and future intentions= 4.50; the non- healthcare professionals’ perceived usefulness= 3.73, perceived ease of use= 3.90, attitudes= 3.80, and future intentions= 3.80. Each dimension of healthcare professionals mentioned above is higher than non-healthcare professionals (Graph 1). Moreover, the healthcare professionals’ overall is also higher than non-healthcare professionals.

Methods

From 2014 to 2016, there are total 31 participants joined this programme, and JCT asked them to make evaluation for using the E-learning method by completing the “JFP E-learning Evaluation Google Form” as a questionnaire tool which adopted a five-point Likert scale (5 points represent strongly agree, 1 point represents strongly disagree). The contents of questionnaire include 4 dimensions: perceived usefulness, perceived ease of use, attitudes, and future intentions.



Conclusion

The study demonstrated that the healthcare professionals not only prefer webinars but also like E-learning method more than non-healthcare professionals because they usually burn themselves out for caring patients and have no additional time to go to the face-to-face class for continuous education. Therefore, healthcare professionals need the rapid, convenient, and efficient way of learning that they can easily control their learning schedule and gain the new knowledge with no pressure in a comfortable condition. Most of them agree that it is positive, happy and satisfying when they use E-learning system. In addition, they are willing to keep using E-learning method and also recommend others to choose it. In order to maintain the various E-learning courses, JCT may update the contents of JFP continuously. This programme is now just a 2-year one, therefore, JCT will keep listening more participants’ voice because feedback from them is the best motivation to improve the programme. Finally, this research results will be as references for making it better in the future.

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Keywords: Electronic learning (E-learning), healthcare professionals

Graph 1

