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Impact of Course duration on communicating Crew Resource Management (CRM) culture to staff through classroom teaching in HKEC

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Introduction

CRM training aims at communicating change to obtain buy-in from staff. In turn, this may lead to change in behavior and safety culture. However, people need time to understand and accept changes. The course duration of CRM classroom teaching in HKEC has undergone reform and was changed from full-day to half-day since March 2015. This offers a unique opportunity to evaluate the impact of such change on communicating CRM culture to staff in HKEC

Objectives

To evaluate the impact of changing course duration (from full-day to half-day) on perception, buy-in and willingness to adopt CRM skills after classroom teaching.

Methodology

We analyzed all evaluation forms from March 1, 2013 to Dec 31, 2015. The form consisted of Five-point Likert scale of 20 questions about teaching quality and CRM skill-sets. Comparisons were made on various steps of change: from awareness to positive reception, to willingness to practice CRM skills, between full-day and half-day courses. All take home messages and free written comments were evaluated by thematic analysis.

Result

27 classes with total 725 evaluation forms were analyzed. 17 classes with 471 evaluation forms belonged to full-day courses while 10 classes with 254 evaluation forms belonged to half-day courses. All classes were generally well received with scores on overall satisfaction averaged 4.22 – 4.34 in the 5-point Likert scale.

Scores reflecting “Buy-in” of CRM concepts averaged 4.00-4.30 and scores reflecting “Willingness to adopt CRM skills” averaged 3.77-4.42. Comparing full-day and half-day courses, there was a slight decrease in overall satisfaction from 4.28 to 4.21. This was associated with a reduced use of case sharing and reduced interaction with participants. Further, perception on instructors’ presentation skill and knowledge also fell slightly from 4.48-4.57 to 4.29-4.35. In contrast, there was no significant change in the averaged scores reflecting “Buy-in” (4.30 vs 4.32) or “Willingness to adopt CRM skills” (4.18 vs 4.22). When the take home messages and written comments were analyzed, more comments on “course duration being too short” were noted among half-day classes. Conclusions: Reducing course duration from full-day to half-day has a negative impact on perception and satisfaction of participants in CRM classroom teaching. Reduced use of case sharing and participant interaction was noted when the classes were shortened. While there was no apparent fall in the “Buy-in” and “Willingness to practice” scores, the reduction in “positive reception” might hamper cultural change in practice. Further study would be indicated.