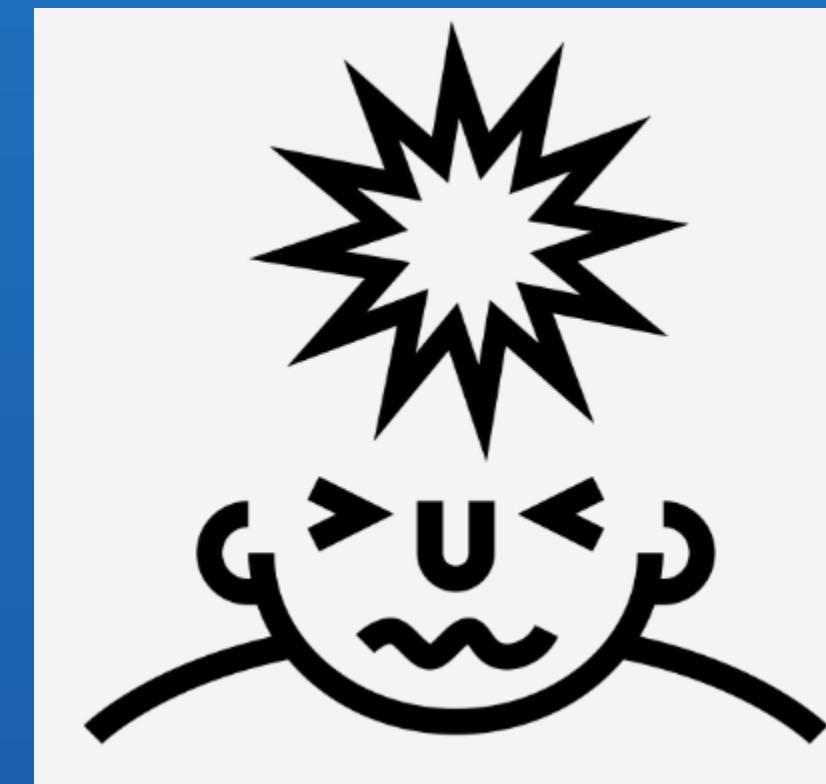


'Flipping the classroom' made nurses starting in PICU feel more prepared and in control....



What are the benefits of applying the flipped learning teaching approach to PICU nurse induction?

BACKGROUND: Frequently new PICU nurses experience transition shock due to work demands (1). Clinical orientation is linked to motivation, confidence, and job satisfaction (2). Flipped learning presents blended content before training; subsequent timetabled teaching is transformed into an interactive learning environment.

METHODS: Single centre mixed methods study comparing traditional versus flipped learning method for Blood Gas and Basic Ventilation induction sessions. For flipped session, teaching package offered in advance, and subsequent classroom time more collaborative incorporating competition and discussion. Data collated using two-part questionnaire to identify staff perception and knowledge retention test. Data collated over 6 months from 2 ICUs.

RESULTS:

- Strong recognition of the advantages of flipped learning
- Increased knowledge retention.
- Stronger peer connections improved orientation to PICU

DISCUSSION: Flipped learning helped enhance social connections which influenced resilience and satisfaction of nurses within their new role. This can reduce transition shock and improve retention.

Blended content enhanced the working memory by a process called scaffolding (3). Staff responded positively, recognising they had greater capacity to absorb the information and felt less overwhelmed.

The flipped classroom approach provided flexibility to adapt induction to support individual learning needs. During bespoke sessions participants were encouraged to contribute and competition increased motivation. This active learning approach maximised staff engagement and autonomy. The approach also facilitated deep learning which is more effective and rewarding for the learner.

RECOMMENDATIONS: Incorporation of flipped learning to induction and potentially other PICU training sessions. Scope of study could be increased by extending to a multicentre study. The research area could be expanded to explore the impact of flipped learning on peer connections and staff wellbeing.



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